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ABSTRACT

This report presents the development, methodology, and findings of an Occupational Orientation Program for Grades K-6 in Monongalia County, West Virginia. The objectives of the program were to develop a curriculum for an elementary school that would give students the assistance needed to make realistic, attainable career choices, to assist students in developing appropriate work habits, to develop positive attitudes in children about self and the world of work, and to develop a unit, grade level approach to instruction in conjunction with vocational development. The program was established through a series of faculty in-service meetings and evaluation was made on the basis of the School Alienation Scale, Educational Development Series Tests, Crites Vocational Development Inventory (modified), Brown Inventory of Vocational Development, and open ended student-teacher evaluations. Observations of the program revealed that elementary school children increased their awareness of vocations and developed appreciation for different kinds of works relative to a control group. (Included with the report is a 21-item bibliography and appendixes containing a principal's statement, career orientation workshop plan, Brown Vocational Development Inventory, instructional procedure outline, and the open ended questionnaires.) (KP)

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FINAL REPORT

Project No. W.V.-70-E-12
Grant No. DVE-8-W.V.-70-E-12

DEVELOPMENT OF AN OCCUPATIONAL ORIENTATION PROGRAM FOR GRADES K-6

Ray M. Kesler
Sandra Brown

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Monongalia County Board of Education
263 Prairie Avenue
Morgantown, West Virginia 26505

August, 1973

West Virginia
State Board of Education
State Department of Education
Bureau of Vocational, Technical and Adult Education
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West Virginia
State Board of Education
State Department of Education
Bureau of Vocational, Technical and Adult Education
Division of Vocational Education

SUMMARY

A special program was initiated in the Spring of 1970 to develop an occupational oriented curriculum for Cass District Elementary Schoql in grades K-6. This concept later became known as "Career Education" through the efforts of the U.S. Office of Education. The period of time was July 1970 to July 1973.

The unit approach was used to develop children's attitudes by linking career development and curricula through films, career oriented texts, field trips, career clubs, role playing, art activities, games, speakers and assembly programs. The project presented a wealth of information and opportunities to help children become acquainted with their abilities and interests and relate them to the world of work. The project being student centered and career oriented, attempted to consider school and out-of-school influences on children as they proceeded through career development.

A team approach involving administrative staff, faculty, students and community was used to provide relevant and recent occupational information.

A comparative study was made using a similar rural school as a control. This school made no special effort to initiate the career education concept during the three year period.

Evaluation was continuous throughout the study. There was significant improvement in attitude toward school, vocational knowledge, and personal goals development.

The STS was used as a pre and post test and revealed that there was no significant difference in grade level mean score, neither increase or decrease as compared to the control school.

PREFACE

The purpose of this report is to present development, methodology and findings of the Development of An Occupational Orientation Program for Grades K-6 in Monongalia County, West Virginia. Basic to the goals of most Americans is to become a self-supporting, contributing member of the society through their occupation or work. All occupations have dignity and relevance and teaching facts about them is a function of the educational system.

The staff of the program was especially fortunate to have the fine response and cooperation of many persons on the local, state, and national level. This opportunity is taken to thank those who made contributions for this undertaking.

The leadership and guidance of Dr. Lawrence G. Derthick, Jr., Superintendent of Schools, Dr. Clarence Harvey, Assistant Superintendent, and William Cunningham, Director of Elementary Education, is sincerely appreciated. Particular thanks goes to Mrs. Ruth Camp, Coordinator of Testing and Guidance, and to Mr. Donald Rex Riley, Director of Pupil Personnel Services. Each of these persons had a major role in the planning and initiation of career education in Monongalia County Schools.

The following persons gave of their many talents and time to plan, implement and evaluate the program: Mr. William Burdette, principal of Cass Elementary School and his staff, teachers and principals of Cool Springs Elementary, Cass District Junior High School, Waitman Barbe, and the Monongalia County Vocational Technical Center.

We are also grateful for the many publications and ideas sent to us from various state staff members and other agencies throughout the country. Many of these documents furnished valuable resource materials.

Ray M. Kesler
Sandra Brown

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CHAPTER I

PROBLEM UNDER CONSIDERATION

The Problem

Not too much credibility can be attached to the concept of assisting students to make a specific occupational choice and thus have this important decision resolved for life. This project was initiated in the Monongalia County School District that had traditionally taught occupational information in discrete units that were primarily oriented toward completion of baccalaureate degrees to enter professions in education, law or medicine.

Many students were encountered in the high schools who had very little if any concept of the requirements or availability of jobs. Changing of occupations to meet the requirements of a technocratic society mandates that each youth upon leaving school must possess skills and attitudes that will enable them to adjust as change occurs.

Rationale

In the Spring of 1970 a proposal was developed and presented to the State Director of Vocational Education for approval of a grant to assist Monongalia County Schools in the development of an occupational orientation program for grades 1-6. Tentative approval was given by the director and the Director of the Research Coordinating Unit was assigned as project officer. A committee composed of vocational administrators and guidance counselors from the local school district developed the basic proposal and initiated planning which was the basis for a three year grant for the period of July 1970 to July 1973.

The committee selected Cass District Elementary School as the school to implement the program Waitman Barbe School was used as a control for the study. Both of these centers are in rural depressed areas of the county. The primary occupations of patrons are mining and service occupations. Both are approximately nine miles from Morgantown, West Virginia and are situated on primary highways. They have many low income families who are supported by public assistance. These schools had a headstart class at their location or as a feeder school. The committee made a decision to include these headstart classes as kindergarten. They later was so designated by the Board of Education.

A coordinator was appointed who had a background as an elementary teacher and guidance counselor. Her primary function was to initiate career education at the Cass Elementary School, a companion program at

Cass District Junior High School, and to be responsible for dissemination of developmental information to other schools within the district. The concept at the end of the three year period had been partially initiated in nine other elementary schools.

Objectives

1. The primary objective of the program was to develop curriculum for an elementary school that would give students the assistance needed to make realistic, attainable career choices (career education).

2. To assist students to develop appropriate work habits.

3. To develop positive attitudes in children about self and the world of work.

4. To develop a unit, grade level approach to instruction in conjunction with vocational development.

Review of Literature

The program committee reviewed several research studies pertaining to elementary guidance. Writings on career education as a concept were non-existant. Thousands of publications have been made since 1970. The reader may find many a good summaries in recent literature.

Super (1957) was the first to suggest the terms vocational development and vocational maturity and later (1965) summarized them into eleven propositions.

O'Hara (1959) conducted a study which was designed to test the hypothesis that vocational choice begins at 11-12 years of age. His general conclusions were that perhaps the age set by Ginzberg was too late and that many students were making choices as early as the third grade.

O'Hara further indicated that although these choices may be classified as fantasy choices, they often did have a basis in reality. Other studies have been conducted which illustrate that young children develop definite ideas about occupations and hence demonstrate the vocational development process. Gunn (1964) and Simmons (1963) found that by the fourth grade, children are beginning to have perceptions of occupational prestige similar to those of adults. DeFleur (1960) found that fourth grade children have internalized the idea that specific and complex skills are involved in many occupations. These and other studies do point to the fact that vocational development is occurring from the ages of 6-12 and probably before. There will of course be a wide range in the ages of children when

various developmental tasks occur in this area as is the case in all areas of development. This makes more difficult the job of planning experiences which will facilitate the process of vocational development.

Herr and Bottoms (1969) emphasized that curriculum should be interrelated with vocational concepts.

Many authorities have also attested to the importance of the early school years in vocational development. Hatch and Costar (1961) point out that there is such a vast amount of information concerning occupations that it makes it virtually impossible to hold off presenting it until the middle school years. A flowing continuous body of information and periodic evaluation is needed in anticipation of future choices. A gradual exposure to vocations in the elementary school builds a reservoir of information upon which the school dropout may make a more personally satisfying vocational choice. For those who plan to continue in school, more adequate information makes possible the planning of a sound educational program.

An elementary school curriculum which is focused upon the world of work is a more meaningful educational program for our youth. Many of our students come from homes which are supported by one or more individuals who are purposefully employed. The family discussions in these homes tend to center around one or more occupations. By exploring occupations and relating school work to them the pupil will more readily understand the relationship which exists between educational endeavors and a vocational future. Once this relationship has been identified a pupil's school work takes on new meaning and new purpose. Thus developing a school curriculum of focusing on career development serves as a reciprocal process.

Rosecrance and Hayden (1960) feel that the elementary school period is important in the development of and awareness of proper attitudes toward the world of work. Children's varying decisions regarding possible job selections in the future cannot be ignored, for these may be excellent teachable moments. They further state that emphasis should be placed on helping pupils meet their needs at each grade level. This they state in agreement with Havighurst (1953) who feels that if each young person is helped to meet satisfactorily the developmental tasks appropriate to his age level, he will be more likely to become integrated, more able to meet the developmental tasks of adult life.

To further point out that vocational development is a continuous process, we can turn to the viewpoints of Norris, Zeran, and Hatch (1960). They feel that the general purpose of vocational guidance is to aid children in understanding that all occupations are necessary to our way of life and thus deserve our attention. We need, at this level to arouse an interest in occupations. This might best be done by stimulating interest in the occupations of parents or family members, in jobs done by the children themselves, or even in occupations suggested by every day phenomena. We must take care not to limit the children's vocational interest and develop an awareness of the kind of activities pupils enjoy,

those that they do well, and the personal attitudes and values they are in the process of forming.

Hoppock (1967) believes that vocational information should begin at an early age in elementary school. He states that children start as early as 8 to 9 years of age to reject some occupations as of no interest to them and this rejection tends to harden as age increases. The process of narrowing the range of occupations considered favorably by children is definitely begun prior to third grade. When a child leaves grade school he may have to make an immediate choice among various vocational and academic high school programs. He needs a wide background of information and experiences in order to make a satisfactory choice.

Borow (1964) emphatically favors fostering vocational development in the elementary school. He indicates that since one third of all students who drop out of school do so before or during the eighth grade it is nearly impossible to deal with the problem of providing proper guidance for these students without starting in the elementary school. Thus he and all of the foregoing experts have in essence supported guidance generally and vocational development specifically as an integral part of the elementary school program.

Methodology

The coordinator established the program through a series of faculty in-service meetings. Some of the teachers were reluctant to accept changes in this traditional methods. Instructional outlines were prepared by the coordinator and faculty for each grade. They are included as appendix D.

The unit approach was used to develop the children's attitudes by linking career development and curricula through films, career oriented texts, field trips, career clubs, role playing, art activities, games, speakers and assembly programs. The project was student centered and career oriented and attempted to consider out of school influences on children relative to career development.

A team approach was utilized to provide relevant and recent occupational information.

Faculty orientation meetings were conducted by the principal and coordinator at least once a week. Some teachers met daily with the coordinator for planning purposes.

A one week in-service program was conducted each summer prior to the start of the school term. These were open to any teacher employed in the county system. The session for 1972 is reported in appendix B.

The coordinator's role was to provide the expertise required to enable teachers to function as being curriculum developers and initiators. She was

responsible for mobilizing school and community resources.

Four steps were used in planning which enabled the staff to achieve the program goals. These steps were:

1. Inservice education of staff.
2. Development of procedures for information dissemination.
3. Evaluation.
4. Program adjustments.

CHAPTER II

STAFF TRAINING

IN SERVICE EDUCATION OF STAFF

Staff in-service training was provided each summer for all interested teachers. The procedural outline is as follows:

First Day A.M.

I. Introduction to Program

A. Students

1. Dropping out need orientation to world of work immediately.

2. Those deciding on meaningfulness of education "What's in it for me?"

a. Objective is to answer this question in a positive manner.

b. Subject matter - relevant, concrete, etc. "How does a particular subject relate to jobs and the things I want out of life?"

3. Those students entering high school.

4. Broaden all students vocational horizons.

II. Rationale

A. All education should be vocational.

B. Classroom best place for providing information.

C. Vocational information most meaningful when incorporated with regular subject matter.

D. Fostering vocational development and personal development are the same process.

E. Students should possess certain positive attitudes regarding: responsibility, punctuality, cooperativeness, completing tasks, initiative, curiosity, autonomy, trust, future orientedness, pride in doing a job well.

III. Barriers to Program

A. Fact we are working with culturally deprived.

1. Lack of role models who work.

2. Lack of parental encouragement.

3. Lack of secondary sources.

4. Low ability to postpone gratification - operate in here and now.

5. Low ability to communicate.

6. Disenchantment with school.

IV. How staff feels - ideas, feelings, uncertainties, etc., discussion.

V. Outline program for week.

P.M.

I. Define and discuss role relationships.

A. Counselors role.

B. Roles and relationships of teachers, counselors, principals, secretaries, librarians, special teachers, cooks, custodians, etc.

C. Conceptualize dividing into groups or teams.

D. Set up schedule for meetings.

E. Set up daily schedules.

Second Day - Preparing teachers to work together and assist in overall student development.

I. Discipline in the classroom.

A. Severe disciplinary measures.

1. Impact.

B. Positive approaches to discipline.

C. Democratic classroom.

D. Classroom conferences.

II. Group dynamics.

A. Communication (emphasis).

1. One and two way communication.

B. Barriers to communication.

1. Group participation - communication exercises.

C. Leadership in classrooms.

1. Sociograms.

III. Factors which alienate children.

A. Grading practices.

B. Teachers values.

1. Group exercise.

C. Worth of the child.

D. Non-acceptance.

IV. Group guidance procedures.

V. Objective setting.

VI. Orientation to occupational importance.

Third Day

I. Specific techniques and approaches that may be used.

A. Units.

1. In class.

2. By counselor.

B. Audio-visual aids.

1. Movies, filmstrips, transparencies, use of radio, T.V., tape, video tape, teaching materials.

C. Demonstration and group participation.

1. Role playing, brainstorming, fish bowl techniques, listening exercises, panels, debates, various discussion techniques.

D. Sample projects.

E. Field trips.

F. Student reports.

G. Essays.

H. Games and contests.

Fourth Day

1. Planning the curriculum around vocations and attitude development.

A. Presentation of K-6 programs developed in other areas.

B. Brainstorming for development of individual, unique program.

1. Suit needs of students.

C. Presentation of materials collected and those available for use and purchase.

1. Budgeting.

2. Teamwork.

D. Complete staff involvement in overall program development.

Fifth Day

I. Planning individual programs.

A. Teams.

B. Individual planning.

II. Evaluation.

CHAPTER III

DEVELOPMENT AND EVALUATION

The summer prior to the beginning of the career education program in Monongalia County was spent surveying State Departments of Education to determine the location of any existing career education programs throughout the United States. Letters were also sent to publishing companies of educational materials and standardized tests to ascertain whether there were instruments available which would measure attitude toward school and career development.

The results of this search led the personnel involved with career education program development to believe if any measuring instruments were available that they were not readily accessible and would have to be modified to suit the local situation. Following the objectives of the original proposal, instruments were developed to measure elementary children's attitude toward school (The School Alienation Scale) and vocational development of elementary school students (The Vocational Development Inventory). The School Alienation Scale is composed of 30 items all related to how children feel about school. The Vocational Development Inventory was developed at Iowa University to measure the level of vocational development in junior high and high school students. With permission from Dr. Crites, the questions were changed to a third grade level so that it could be used as an evaluative instrument. A record of achievement test scores were kept throughout the developmental period of the program. The Educational Development Series was utilized since this had been adopted as the West Virginia achievement testing instrument. The reading and math scores were to be used along with the summation on career plans, school plans, and school interest since these would be indicators of the success of the program. Open-ended questionnaires were developed for students and teachers who were involved in the career education program and were used twice each year.

The program was not established as a research project, however an attempt was made to control as many variables as possible to determine results. Evaluation measures used were:

1. School Alienation Questionnaire.
2. Educational Development Series Tests.
3. Crites Vocational Development Inventory (modified).
4. Brown Inventory of Vocational Development.
5. Open-ended student-teacher evaluations.

School Alienation Questionnaire

Students at the pilot and control school were administered a school alienation questionnaire at the beginning of the 1970-71 school year. The same instrument was used at mid-year three years later. Participants had not been exposed to career orientation prior to the first testing. The pilot school initiated a complete program in career education after the pre-test. Students in the fourth, fifth and sixth grades were tested. The results of the inventories are presented in Table 1.

A tabulation of key questions concerning positive attitude toward school reveals that there was a gain of 21 percent at the pilot school that had initiated a complete program orientation and a decrease on the attitudional scale at 8 percent at the control school. A change in administration and faculty at the control school in August before retesting could have had some bearing on results.

TABLE I

SCHOOL ALIENATION QUESTIONNAIRE

4th 5th and 6th Grades

	Pilot School				Control School			
	1971-72		1972-73		1971-72		1972-73	
	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree
1. No matter what happens my school work comes first	80	20	77	23	72	28	42	58
2. I do not like school work	36	64	29	71	55	45	49	51
3. School is important to everyone	86	14	99	1	81	19	72	28
4. Thinking of school makes me feel good inside	50	50	67	33	47	53	26	74
5. I have a dislike for school	43	57	22	78	44	56	65	35
6. I really enjoy school	51	49	81	19	58	42	35	65
7. School is only good for the better sudents	21	79	6	94	24	76	22	78
8. Everyone should want to go to school	79	21	91	9	77	23	44	56
9. School helps you to work out your own problems	71	29	86	14	65	35	59	41

TABLE I (Cont'd.)

SCHOOL ALIENATION QUESTIONNAIRE

4th 5th and 6 Grades

	Pilot School				Control School			
	1971-72		1972-73		1971-72		1972-73	
	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree
10. My parents didn't like school	24	76	19	81	28	72	32	68
11. Everyone who goes to school will be a better person	87	13	93	7	67	33	60	40
12. I could do well in life without school	16	84	4	96	16	84	12	88
13. I am not interested in school	37	63	13	87	43	57	45	55
14. All great men did well in school	46	54	57	43	45	55	27	73
15. My school is one of the best	50	50	89	11	61	39	54	46
16. All of the work we do in school will help us later in life	93	7	97	3	89	11	76	24
17. School does not teach you to think	42	58	10	90	32	68	17	83

TABLE I (Cont'd.)

SCHOOL ALIENATION QUESTIONNAIRE

4th 5th and 6th Grades

	Pilot School				Control School			
	1971-72		1972-73		1971-72		1972-73	
	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree
18. School is O.K.	75	25	95	5	83	17	61	39
19. Study time is wasted	28	72	10	90	21	79	29	71
20. School work is not exciting	47	53	34	66	32	68	63	37
21. School does not bore me	49	52	70	30	40	60	56	44
22. School teaches you nothing	18	82	3	97	7	93	25	75
23. Study for school is a good pastime	64	36	80	20	72	28	55	45
24. I see little to be gained by going to school	21	79	15	85	23	77	31	69
25. School is a waste of time	19	81	10	90	17	83	32	68
26. School will not harm anyone	80	20	94	6	49	51	74	26

TABLE I (Cont'd.)

SCHOOL ALIENATION QUESTIONNAIRE

4th 5th and 6th Grades

	Pilot School				Control School			
	1971-72		1972-73		1971-72		1972-73	
	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree	%Agree	%Disagree
27. School is liked by all students	17	83	7	93	16	84	11	89
28. I do not look forward to going to school	20	80	11	89	44	56	42	58
29. I feel better about school this year than I did last year	73	27	90	10	60	40	69	31
30. I hate school	34	66	10	90	33	67	44	56

EDS Series

The Educational Development Series (STS) tests were administered each year during the seventh month to all students in the third and sixth grades. Tables 2 and 3 show tabulated results for the three year study period. The publishers of the test have indicated that the Grade Score shows the pupil's or group's position on the STS general national norms. Testing was administered by individual classroom teachers under the supervision of the county coordinator of guidance and testing. No attempt has been made to convert the grade score to local stanine differences. The reader can make comparison by using Table 4 which shows grade scores for third and sixth grades for the county school district. Levels in the traditional subjects of Reading, English and Mathematics are shown in each Table. Battery composite scores reflect these three plus science, social studies and problem solving. Total ability as shown reflects a combination of verbal and non verbal levels. Grade Scores differences of 1.0 or more may be viewed as statistically and educationally significant.

TABLE II

EDUCATIONAL DEVELOPMENT SERIES TESTS
Cass District Elementary School

Grade 3 Year	1970-71	1971-72	1972-73
Number	45	48	60
Reading	3.0	3.4	3.0
English	3.0	3.0	2.9
Math	3.4	3.3	3.1
Battery Composite	2.9	3.3	2.8
Total Ability	2.8	3.4	2.9
Basic Skills	3.0	3.2	2.9
Grade 6			
Number	43	54	40
Reading	6.1	5.7	5.4
English	6.0	5.4	5.6
Math	5.6	5.5	5.5
Battery Composite	6.0	5.4	5.5
Total Ability	6.2	5.8	5.8
Basic Skills	5.8	5.3	5.3

TABLE III

EDUCATIONAL DEVELOPMENT TESTS
Waitman Barbe School (Control)

Grade 3 Year	1970-71	1971-72	1972-73
Number	13	16	14
Reading	3.3	3.1	3.3
English	4.0	3.4	3.3
Math	4.1	3.5	3.7
Battery Composite	3.5	3.2	3.3
Total Ability	3.4	3.2	3.4
Basic Skills	3.7	3.2	3.3
Grade 6			
Number	42	37	31
Reading	5.8	6.0	6.1
English	5.7	6.1	6.0
Math	5.8	6.1	5.6
Battery Composite	5.9	6.0	5.9
Total Ability	6.2	6.2	6.2
Basic Skills	5.6	6.0	5.8

TABLE IV

EDUCATIONAL DEVELOPMENT SERIES TESTS (STS)
Monongalia County School District

Grade 3 Year	1970-71	1971-72	1972-73
Number	883	938	875
Reading	3.7	3.6	3.7
English	3.6	3.6	3.7
Math	3.9	3.8	3.8
Battery Composite	3.7	3.6	3.7
Total Ability	3.7	3.7	3.8
Basic Skills	3.7	3.6	3.7
Grade 6			
Number	898	935	860
Reading	6.6	6.6	6.5
English	6.5	6.5	6.4
Math	6.5	6.4	6.4
Battery Composite	6.6	6.6	6.4
Total Ability	6.7	6.8	6.6
Basic Skills	6.5	6.5	6.4

Close study of Tables 2, 3 and 4 will reveal that the Career Education Program at Cass District Elementary School did not affect a gain in Grade Scores on the STS over the control school. In fact there was a slight downward trend at each school. This trend was greater with the control group.

According to the STS criteria neither group showed statistical significant differences.

VOCATIONAL DEVELOPMENT INVENTORY (CRITES, MODIFIED)

Vocational development is shown both by grade level and school in Table 5 of this report. In the first testing, prior to the program, Cass Elementary School students had a score of 41.3 out of 50 possible correst responses, while the control school students averaged 40.8, which is a difference of .5. Final year of testing of the pilot school had a score of 43.3. and the control school scored 39.5 correct answers, which is a difference of 3.8. Vocational development in a three year time period had a positive gain of 2 points at the pilot school and a loss of 1.3 at the control school. The Vocational Development inventory is included as Appendix D.

TABLE V

VOCATIONAL DEVELOPMENT INVENTORY

Cass District Elementary School (Pilot School in Career Education)			Waitman Barbe Elementary School (Control School)		
	Mean			Mean	
	1970-71	1972-73		1970-71	1972-73
4th Grade	40.1	43.0	4th Grade	42.8	43.0
5th Grade	41.5	43.0	5th Grade	39.2	37.4
6th Grade	42.3	44.0	6th Grade	40.5	38.0
Combination 4, 5, and 6	41.3	43.3.	Combination 4, 5, and 6	40.8	39.5

The difference in scores for the first testing was .5, with Cass having 41.3 and Waitman Barbe having 40.8.

The difference in scores for the second testing was 3.8, with Cass having 43.3. and Waitman Barbe having 39.5

In attitude toward the world of work, in three years time there was a gain of 2.0 points at Cass District Elementary School (the pilot school in career education) and a loss of 1.3 points at Waitman Barbe (the control school).

The section on school plans is included in the Educational Development Series only on the sixth grade level. The comparison figures are computed by percentiles in Table 6.

TABLE VI

SCHOOL PLANS

	Cass Elementary		Waitman Barbe (Control)	
	1970-71	1972-73	1970-71	1972-73
Quit School	2%	4%	7%	14%
Finish School	6%	38%	21%	19%
Go to Trade School	15%	17%	7%	24%
Go to Junior College	9%	7%	12%	8%
Go to 4 Year College	47%	18%	36%	24%
Go to Graduate School	13%	16%	17%	11%

The program seemingly had the effect of having elementary school students begin to make more realistic plans. At Cass Elementary School the year before the program began 47% of the students planned to enter a four year college. A survey during the following year revealed that only 18% still intended to pursue a college degree. After one year of the program 43% of the students planned to enter vocational technical education programs. When the projected labor force is considered, these figures seem realistic.

Open Ended Questionnaires

Open-ended questionnaires were given to teachers and students each semester for the three year time period at Cass Elementary and Waitman Barbe Elementary School. These instruments were used as indicators on school attitude and feelings about the school program. The overall attitude of teachers and students toward the career education program was very favorable and was preferred to the traditional program of which they had been a part. The students at Waitman Barbe School showed general disfavor with the curriculum in their school. Sample copy of questionnaire and responses are shown in Appendix G.

CHAPTER IV

CONCLUSIONS

Occupational choice appears to be made in stages that are related to the physical and mental maturation of the individual. Career oriented instruction in the elementary school should be designed to develop a positive attitude toward the value and dignity of work in the society as it relates to responsibility, punctuality and cooperativeness.

Instructional staff and administration of a school must undergo intensive pre-service and in-service training at the beginning and during implementation stages. Through the occupational oriented method of instruction a relationsip is established between subject matter and the world of work.

Observation of the program revealed that the elementary children increased their awareness of vocations and developed appreciation for different kinds of work. Participation in school activities increased. There was a decided reduction in the number of individuals who said that they disliked school.

Achievement tests did not indicate a significant difference in grade level attainment when compared with a control group.

Career education in the elementary school is primarily a method or medium of instruction whereby subject materials are related to occupations through various techniques.

CHAPTER V

IMPLICATIONS FOR USE

Career education or occupational orientation in the elementary school must be based on the assimilation and acceptance of the concept of faculty, administration and community. Those preparing to start programs should plan for daily preparation and planning time for each teacher.

Time should be provided for field trips and adequate utilization of community resource people.

Volumes of materials have been developed on career education. Those wanting to initiate occupational orientation programs should contact their state department of education.

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APPENDIX A

PRINCIPALS STATEMENT

M E M O R A N D U M

TO: Ray M. Kesler, Director of Vocational Technical Center

FROM: W. J. Burdette, Principal of Cass Elementary School

SUBJECT: Career Program

DATE: May 14, 1973

Observations of the Career Orientation Program in Cass Elementary School.

The initiation of the Career Orientation Program took place in the fall of 1970 and has been our curriculum for the past three years.

Some difficulties encountered were:

1. We did not know we were to be in the program until the week before school started, thus we did not receive in-service training before school started.
2. Insufficient planning time.
3. Entire staff not committed to the program.

We overcame these problems and I feel the program is successful.

Strength of the Program:

1. The curriculum meets the needs of our pupils.
2. School life is more interesting.
3. Develops positive attitudes towards school and life.
4. Helps to eliminate discipline problems.
5. Developed better understanding and cooperation between home and school.
6. Much more parental involvement.
7. Prevents school dropouts when carried over to junior high.
8. Develops cooperative teaching.
9. Develops more continuity between elementary and junior high programs.
10. Pupils, parents, and teachers work together.

APPENDIX B

CAREER ORIENTATION WORKSHOP

CAREER ORIENTATION WORKSHOP

Place: Monongalia County Vocational Technical Center

Dates: August 29 - September 1

Consultant: Elizabeth Hunt

Industrial Arts Assistant: Donald E. Thomas

Workshop Participants:

Martha Hupp	Head Start	Cass Elementary
Sally Crigger	Early Childhood	Cass Elementary
Jackie Hildebrand	Second Grade	Cass Elementary
Lucille Molnar	Third Grade	Cass Elementary
Debbie Brown	Fourth Grade	Cass Elementary
Pam Howard	Fourth Grade	Cass Elementary
Vivian Postlethwait	Fifth Grade	Cass Elementary
Steve Snyder	Special Education	Cass Elementary
Kinley Reiner	Fifth Grade	Cass Elementary
Mary Ann Halsted	I.I.	Cass Elementary
William Burdette	Principal	Cass Elementary
Mary Halfhill	Follow-Through	Cass Elementary
Debbie Schiff	Follow-Through	Cass Elementary
Jeannie Phillips	Follow-Through	Cass Elementary
Nancy Rowe	Art	Cass District Jr. High
Paula Messer	First Grade	G. W. Phillips
Linda Guido	Fifth Grade	G. W. Phillips
Thelma Pill	First Grade	Cool Springs
Betty Clawges	First Grade	Summers Elementary
Rita Robinette	Third Grade	Summers Elementary
Susan Blankenship	Fifth Grade	Summers Elementary
Virginia Dlugos	Second Grade	Dorsey Elementary
Lucille Drew	Second Grade	Sabraton Elementary
Belva Atwood	Fourth Grade	Sabraton Elementary

Workshop Arrangements:

Ray Kesler	Director, Adult-Vocational Education
Sandra Brown	Teacher Coordinator, Career Development
James O'Hara	Coordinator Trade and Industrial Education
Michael Rowan	Coordinator Handicapped Programs

A special career orientation workshop was held at the Monongalia County Vocational Technical Center starting August 29 and ending September 1. Miss Elizabeth Hunt was the consultant for the workshop. Prior to the workshop Miss Hunt had worked with the Technology for Children Project in New Jersey and in the public schools of other states.

The purpose of the workshop was to acquaint teachers with an aspect of career development -- the use of tools. Miss Hunt directed the teachers in a variety of approaches and activities that could be utilized to encourage students to learn more about themselves and the world around them through the use of tools.

Each teacher was given an index card and was instructed to: Use just your hands and card ---- a. divide the card into 6 equal parts, b. put a hole in one piece, c. shape the remaining 5 pieces so that each is different from the others, d. fasten all 6 pieces together in a shape that will show each piece and can be picked up as a whole. From these instructions each teacher designed his own project and each final product was unique. After showing each project a discussion was then held on creating activities for children. Two methods were introduced -- the process method whereby the product is individual and the product method where there is an end product in mind. Examples were given of each of these approaches and how they can be utilized in the classroom.

Miss Hunt then gave the teachers her view of the concept of career development. She described career development as a process which begins at birth and one which encompasses all the experiences a person has.

Four basic competencies for a career were given: (1) physical competence, (2) social competence, (3) symbolic competence, (4) inner competence. Discussion and illustrations of each skill followed.

The general plan to be followed for the remainder of the workshop was presented. Immediately following this each teacher was issued a box of tools which contained:

1 Steel Square	(Measuring Tools)
1 Combination Square	
1 Combination Pliers	(Holding Tools)
3 C-Clamps	
1 Coping Saw	
1 Handsaw	(Cutting Tools)
1 Hacksaw	
1 Hand Drill	(Cutting and Fastening Tools)
1 Drill Set	
1 Countersink Bit	
12 Hacksaw Blades	
1 Surform Pocket Plane	(Smoothing Tool)
1 Claw Hammer	
1 Nail Set	(Fastening Tools)
1 Standard Screwdriver	
1 Phillips Screwdriver	

Following a brief introduction to the tool kit, all were asked to inventory and categorize their sets of tools. An assignment was given for all teachers to do a research paper on one tool. Upon completion these reports are being compiled into a manual for use in the classroom. Miss Hunt introduced the textbooks and materials which were made available throughout the workshop and an extensive bibliography on career development was given to all participants.

The second day of the workshop the teachers were introduced to the world of manufacturing and gained skills in using many of the tools in their possession. An assembly line production was organized in the vocational shop, each teacher was assigned a specific task on the assembly line and was taught the specific skill needed to perform the operation. Through this mass production process 20 workbenches were constructed.

A movie and slides which illustrated activities involving industrial arts with elementary school children was shown. The movie, entitled "Design for Learning" was taken during the 1967 Summer Institute of Technology for Children which was conducted by Miss Hunt. The slides depicted a variety of tool oriented programs in the elementary school. Through the slides and movies the teachers gained many ideas of activities, units, projects and ways of organizing their classrooms in utilizing a hands on approach to education.

Cards illustrated the typed of activities (project and process approach) which are good to use with children in introducing them to the world of tools and construction. The teacher teams were asked to

read what was on their cards and to use only the tools and materials which were listed to construct a project. An example of both the product oriented approach and the project oriented approach follow:

Activity 1 (product oriented)

Tools:	Materials:
Crosscut Saw	Wood (4 pieces)
Pencil	Same length and width
Combination Square	Glue

Make a frame for a picture.
Cut a 45 degree angle.

Activity 2 (project oriented)

Tools:	Materials:
C-Clamp	Glue
Hand Drill	Dowel Rods
Set of Bits	Wood Blocks (3 pieces)
Mini Hack	

Cut dowel rods into shorter lengths.
Fasten shorter lengths to wood pieces.

With variations in tools, materials, and directions teachers and children can design countless activities to use in the classroom.

The latter portion of the workshop was spent discussing classroom organization and planning activities to use during this school year.

The hands on approach to learning can be justified by the following statements:

1. Have a P.T.A. program entitled Technology for Parents and involve them in these types of activities and experiences. Discuss the involvement of math, language arts, music,

art, science and all other subject matter areas in this approach.

2. Illustrate the problem solving approach the child goes through in the activities.
3. Explain the importance of getting to know the child in a variety of roles.
4. Explain the importance of the child getting to know himself in a variety of settings.
5. Illustrate how this approach builds self confidence and pride which often cannot happen in the traditional classroom.
6. Explain this as a stepping stone into the world of work.

Teachers were then asked to orally list the components of the workshop, and to evaluate each of the components on an index card. As can be seen from the evaluation, which follows on the remaining pages, the workshop goals were achieved and each teacher felt the week was a most worthwhile experience.

Following the workshop, building level meetings were held and plans for the year were outlined. All of the teachers are anxious to try this approach and to orient other teachers in their buildings.

Evaluation of Career Development Workshop

This is a compilation of all of the written remarks made by the participants in the workshop. The various components of the workshop were identified by the participants orally in a group meeting. They were then asked to evaluate each of these on index cards. The responses were then categorized by components.

Sandra Brown
Teacher-Coordinator
Career Development

WORKSHOP EVALUATION

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EVALUATION OF CAREER DEVELOPMENT WORKSHOP

MONONGALIA COUNTY

August 29 through September 1

Monongalia County Vocational Technical Center

Tool Kit

--thrilled at the idea of having one to use with my classroom. The organization and tools included are really great.
--excellent - everything is there that would be needed for creative activities.
--good choice of tools for elementary school children.
--will be good because children will learn how to care for tools and also will be responsible for keeping them in their proper place.
--although we have not gotten to see or use our own tool kit yet, I think they're very well planned. They are small and compact, they hold the tools securely, enable you to inventory your tools at a glance and have a sturdy lock and carrying handle.
--the quality of the tools is very good and tools selected were essential ones.
--the tool kit was made up of very good tools which were good quality. The box to store them in should be excellent.
--very good.
--I was very pleased with the quality of the tools in the kit.
--a well organized arrangement. This solves a storage problem and children can easily maintain it.
--it is a very complete kit. The tools are very good quality and it has almost every tool necessary for building projects in a classroom.
--it is a very complete kit. The tools are very good quality and it has almost every tool necessary for building projects in a classroom.
--the tool kit is very functional and easy to handle. I like the fact that everything locks in place.
--well organized and seems to be very helpful.
--very useful - beneficial - each person in attendance should receive one.
--good collection of tools to start with.
--I thought the tools supplied were quite sufficient and am anxious to gain more practice with them.
--sturdy, adequate, great for organization and storage.
--wonderful.
--excellent.
--excellent -- includes all tools necessary.
--very well organized - it contains all the tools we will need. I would have preferred a 12-14 ounce hammer.
--was well organized. I liked the idea of the cabinet designed by Miss Hunt. All tools seemed to be appropriate for things that were built in the classroom.

Building Workbenches

--the assembly line idea is great - felt I learned a lot about construction in that one project.
--an excellent activity to see how things are really made and how mass production works.
--good chance to get acquainted with various tools as we moved from job to job and also get acquainted with fellow students.
--hard work, but fun. A great experience!
--the workbenches are fantastic! We are able to take them and use them in our rooms and we have had all the experience in their creation. They've serving a dual purpose. To us who have constructed them, they've offered us the chance to work with many of the tools in a sociable co-op atmosphere, and they'ff offer us the chance to work with our children in the same way.
--I was amazed that I could really build anything. The tables are large and sturdy and I liked the idea of them being different levels.
--making the workbenches was great in an assembly line. We got to see the use of several tools and a very useful product we could take with us.
--team work.
--I wish we could have each made our own workbench but I understand the time factor.
--a marvelous experience. Many building skills were involved. The assembly line idea is great for group rapport.
--that was a very exciting experience! The assembly line worked very productively and everyone had a really good time while actually making benches. It was great!
--this was a great opportunity for teachers to see the reactions of people using tools. The experience gives me more confidence to construct other projects.
--quite an experience. Fulfilling.
--fun to make and useful.
--big final product that we could all use. Will be a great aid in the classroom.
--enjoyed this project but I found that I got bored in one job and should have moved around to get experience on all aspects of building the workbenches.
--best of all activities - great for building confidence and learning the use of tools.
--excellent.
--this was most enjoyable and informative. I like the assembly line production rather than each building his own workbench. However, I think we should have had a certain time for everyone to change jobs and been instructed on a new assignment. That was suggested so that everyone could have worked on each step of the construction and learned more.
--great - size ample for several children.
--this was a very good experience. We became acquainted with the difficulties and sore muscles which the children may experience.

Index Card Activity

--excellent and efficient way to introduce the process approach.
--good.
--did not arrive in time for this.
--gave us an opportunity to see how many different items can be made from one material.
--good mind-provoking activity. Broke the ice at our first meeting. Got us on the road to problem solving.
--good activity.
--this activity demanded some thought as to how we could connect materials of paper without using fastening materials. A different outcome was seen by all and nobody's was wrong which is exactly what children need.
--limited in creativity.
--this was a good activity. I copied the directions to use the activity with my children.
--the whole process was interesting. With just a few instructions one can see the creativity and/or frustration and confusion this entails with the child.
--it was great.
--this activity helped to demonstrate the processes needed to make something.
--showed different aspects of creating. It seems the less you have to work with the more creative thoughts you have.
--interesting.
--a great way to begin.
--showed what could be done with the process approach.
--good for creative thinking.
--good introduction.
--fun and interesting.
--shows individuality, levels of creativity and originality - also creates problem solving in the limitation of tools.
--very enjoyable. Increased my own self-confidence. Good lead.
--this was a great beginning exercise. It helped to start the thinking and stimulate creativity.

Free Creative Wood Activity

--can't wait to try it with my students!
--it was a fun and interesting and beneficial exercise to do.
--a real challange to thinking.
--good experience in handling tools. Again it gave us a chance to be creative.
--good idea. Made me think and got my imagination involved with using my tools.
--it made me realize how hard it often is for children to follow directions. It made us better acquainted with the tools. Good for self expression.
--this project turned out great because it also let each person use his imagination to put together three pieces of wood. Each product was different. I liked it because there wasn't a preconceived product in mind.
--very good - even more creativity.
--the activity was good for learning how to use the tools.
--lots of fun. Allowed for experimentation with tools.
--it was really a good activity in which we could take a really active part and examine and use our tools at the same time.
--this was a good chance to try some tools that I had limited experience with.
--a good aspect in creativity.
--fun, challenging, interesting.
--didn't really know where to begin.
--I was a bit stiffled trying to use all my tools. Enjoyed the fact that I got familiar with all my tools.
--good for creative thinking.
--fun.
--challenging.
--allows aptitude in selection of project, creative freedom, adaptation of tools to other purposes such as screws for measuring, screwdriver for marking, etc.
--very enjoyable. Increased my own self-confidence.
--good classroom activity not only for us but for the children. As we have discussed it was good for developing problem solving activities.

Assigned Card Activity

--now that I think about it I can remember vividly how I felt trying to solve the problem of using the limited materials to create something.
--this was good for being creative with a limited number of materials.
--helped see importance of a few tools. Good for creative thinking.
--required more thinking but still fostered creativity.
--fun - a challenge.
--it was really fun. Certain standards were given but you still could be creative.
--I like this project because I had to use just certain materials and not just anything I wanted. I think this is very realistic to everyday living because so often we are limited and have to use just what we have.
--a good experience in working with limited materials and tools.
--I didn't enjoy this activity simply because I felt very limited.
--a good problem solving situation -- room for creativity with limited media and equipment.
--this activity was good because it allowed for exploration of tools and yet at the same time gave specific directions to follow.
--the activity was a challenge to most people because they were limited to material and tools.
--an exciting aspect of creating. The less you have to work with the more creative thoughts you seem to have.
--interesting.
--really a good experience. With only a few tools etc. you can give more thought to product.
--beneficial. I plan on using my game I made in my class.
--good for creative thinking with limitations.
--had to do more thinking.
--good for following directions but limited my ability to create. I felt lost.
--great - social interaction - mutual understanding of each other's ideas as "workable" to the end product. Creates a "true" adventure in experimenting with limited facilities.
--interesting and challenging.
--good activity for discovering the particular use of certain tools. It helps the student find many uses for that tool and also in showing the designated problem.

Tool and Activities Manual

--I'm sure this will be very helpful in the classroom.
--good because it is something we all helped to make and can be used in the classroom.
--great because we made them ourselves.
--good, handy reference guide for later use by us and the children.
--very useful! --to us and our classes. Serves as a fine reference for children.
--will be helpful in follow-up in my classroom.
--I liked the way we learned about tools, because no one told us everythink about each tool but we each had a special one to research. I plan to use this idea in my classroom with my fourth graders.
--very good to get acquainted with tools as to different sizes.
--I think this will be very helpful in the classroom. Also it is a good reference for us in demonstrating the tools.
--good - children and teachers both can utilize a tool manual.
--excellent activity and one I will use with my children.
--this list will help me a great deal as I begin work with my children - good memory refresher and guide.
--will be very useful in working with the tools and children in the classroom.
--good activity and useful.
--we should have reported now but booklet will be an aid.
--I could not find information on my tool. However, it supplied another way to get familiar with tools.
--helped to become acquainted with the names of tools.
--good.
--good idea.
--a must for adults and children.
--this will be extremely helpful to the teacher and students.
--it was one of the activities I liked the least - maybe because I had a difficult time finding information.

Inventory of Tools

--it will be good to help a fellow teacher who may be interested in the idea but not be so fortunate as to attend such a workshop.
--good introduction to the world of tools which I knew nothing of.
--excellent reference in case of loss of any tool.
--will be extremely helpful for future ordering of tools.
--necessary in replacing or acquiring new tools.
--good activity - good reference.
--this will be very useful when we want to order an exact replica of a tool.
--good in learning kinds of tools, feel of tools and uses.
--this again was good to help us get acquainted with the tools.
--important, particularly for reordering or duplication purposes.
--good introduction.
--this list will help me check on what I have and also help to purchase new or lost items.
--good idea - especially for children in the classroom.
--helpful for gaining insight into use of tools.
--good beginning to get acquainted.
--beneficial for reordering.
--helped me to learn the names of tools and how to reorder.
--fair.
--good and got acquainted with a buddy.
--good activity - only way to learn about tools quickly and efficiently.
--provided us with an opportunity to know more about the tools and a knowledge of ordering them.
--realized this must be important but not overly fond of this activity.

Slides — Depicted a variety of tool oriented programs in the elementary school conducted by Elizabeth Hunt. They included programs at Charlotte, North Carolina, Campus School, State University College, Oswego, New York, and New Jersey public elementary schools.

--was helpful to see some of the ideas in use.
--I got many useful ideas from the slides.
--good ideas and exciting to see the children's enthusiasm as they worked and learned.
--very informative. Gave countless suggestions for projects in classrooms.
--I found this inspiring and a little spellbinding. It did help convince me that we need to expose our children to these creative activities. If our classes are going to be so fascinating and exciting I foresee the end to discipline problems.
--they were very good - gave many good ideas.
--this gave me an idea of how one tool box can be used with 30 children. Assignments can be made in groups.
--very helpful. Anyone having doubts about this approach, the slides should have shown them this is an exciting way to go.
--we were able to see what other schools are doing and get ideas to take back to our classrooms.
--beneficial and gave me ideas for my classroom.
--an insight into curriculum correlation and actual performance.
--the slides were really useful in seeing the tools used in other classrooms. They were really good.
--I really enjoyed the slides of children in an open situation working with tools. This reaffirms my belief that it is possible.
--good for new ideas.
--good - interesting - inspiring.
--great ideas.
--interesting.
--interesting to see the approaches of different teachers using tools.
--informative.
--good ideas to use in our school.
--very informative - presenting a wealth of information.
--very good - entertaining - showed classroom organization.
--good activity in that it shows how the workshop program can be used.

Movie — re: 1967 Summer Institute of Technology for Children of the Technology for Children Project. State Department of Education Trenton, New Jersey

--helpful to see some of these ideas in use. Would have liked to have had more time to collect ideas for classroom projects.
--the movie showed the practical aspect of this program in a regular classroom.
--good ideas and exciting to see children's enthusiasm as they worked and learned.
--fascinating - showed how much children can accomplish and learn if given a chance.
--a good way to see what exciting things are happening in other places and gain back our enthusiasm for teaching which gets lost in Monongalia County.
--enjoyed it - helpful to me.
--the movie was very good.
--excellent.
--beneficial. Gave me lots of ideas to use in my classroom.
--good insight into actual performance.
--seeing what they are doing in other places renewed my faith in education and possibly there is even hope for Monongalia County.
--this type of film should be shown to our administrators who feel that this type of activity is unorganized and too noisy.
--great for much needed new ideas.
--fantastic to watch children in motion.
--interesting.
--teachers are in constant need of new ideas and this was a good way to get them.
--good ideas to use in our schools.
--excellent.
--was helpful. Showed children's interest.
--good activity. Shows how this workshop can be used.
--wish the "powers that be" could see this. Maybe - just maybe - they would realize how behind Monongalia County is.

Tool Demonstration

--I plan to use the same type of demonstration in my classroom. Very helpful.
--I think this made the proper use of tools better understood.
--especially helpful to those unacquainted with tools.
--helpful. Also gave me some correct terms to use in connection with the tools.
--a necessity. Very informative.
--great. Will use with my children.
--really good and most important.
--very good to learn more about tools and their uses, care, and how to store in tool box.
--this was very important to me. It made me feel more at ease about the tools knowing the correct way to use them.
--good. We need to know the multiple purposes and proper maintenance and use of tools.
--essential to me as I know nothing about this area.
--this helped me for some tools that I have not used before.
--very helpful in beginning to work with tools.
--good. Gave help in use and care of tools.
--needed very much.
--learned things I had never known.
--well worth the time.
--excellent.
--this we needed - very helpful.
--excellent -- but a follow-up seems a necessity when putting the tools in motion. This to me would seem better for children.
--extremely helpful. An explanation to the children will now be easier.
--this was a necessary part of the program. Should also demonstrate in the classroom.

Classroom Organization

--wish we had more time to explore this area.
--the teacher must organize this program in her class to meet the needs of the pupils and her own personality.
--not especially necessary as every teacher will have to adapt this to his or her own schedule.
--since there were no restrictions placed, each one of us will feel free to use our workbench and tools to our own advantage.
--I think some of us needed more instruction in this area -- more here and now discussion on our part -- some for instances should have been raised and various opinions and suggestions given.
--an exciting approach I can't wait to try. I just hope my enthusiasm isn't squelched by some administrator who doesn't understand this approach.
--needed more of this--as I still feel uncomfortable with so much freedom for children although I know it is best.
--I hope Mrs. Brown will be available to all of us. I am excited but frightened and will need lots of help.
--although this was a brief discussion the suggestions were very helpful especially the one dealing with parents doing activities at P.T.A.
--didn't get into this--would be very involved to do with various levels and programs involved.
--is this for real. Can't believe Monongalia County is willing to go along with such an exciting approach. Won't believe it until I see it in action and I don't lose my job. I see it as an end to discipline problems but what would this county do without the paddle?
--I would like to know more about the planning of activities for a large group of people.
--very important in working with the tools and the children.
--what fun! How exciting - at last children may be able to find some meaning in school!
--helped in thinking out how I might use this in my class.
--helpful.
--comments for getting started were helpful!
--good.
--helpful.
--strictly individual to manipulate its process into classroom learning.
--good. I had been wondering how to fit all these experiences into the program. I now have many ideas.
--thank goodness we discussed this. I was worried about this most-not anymore.

Show and Tell

--fun. Gave me more ideas.
--this was fun! Seeing what the others have made was interesting plus taking pride in your own creativity.
--I especially enjoyed seeing the ideas others came up with. Each product was entirely different and reflected the thought and personality of the creator.
--gave us a chance to see a different view of the other teachers. Created a friendlier atmosphere.
--fun!
--exciting!
--this was great in that each child has a chance to express what he has created.
--excellent. Each show and tell showed more creativity and more freedom in creating.
--these helped to show us that our projects did not have to be fantastic ones, just our own creations.
--lots of fun. Shows how individuality is a real factor.
--gave me lots of ideas. Everyone needs to be told he does a good job and not just special talents.
--great!
--new ideas from classmates.
--great to show off work and products. Made me feel very creative.
--good activity. Makes each person feel important.
--great fun and interesting to see creative products of the others.
--good.
--fun.
--interesting and shows individuality which should be the aim of the child's activity.
--make the atmosphere and work more enjoyable.
--enjoyed this very much and found it valuable to see how others created.

Books

--I would like to have had more time with them.
--the books are excellent. Each school should have them as resource materials.
--library was very adequate.
--excellent reference library.
--great! I am very glad we got a bibliography.
--was very helpful.
--excellent ideas for ordering new books for library.
--the books were informative and added a lot to the workshop.
--interesting and informative--gives a boost to creativity.
--gave me lots of ideas for a library in this area.
--got lots of great ideas from them.
--good for future references and resources.
--excellent resource material.
--good resource material.
--helpful - many ideas.
--would like to have had more time to look at them.
--wonderful.
--very good assortment.
--excellent. Suggest they be available to answer children's questions.
--I was very glad for the use of the books. It would have been nearly impossible to gather information without them.
--good to see the types of books we can find information in.
--need in school libraries.

Handouts

--bibliography. Hope to use in ordering several items--materials list useful.
--excellent resource material.
--thank you for these.
--will serve as wonderful references in the future.
--great references.
--a must to get started.
--valuable information.
--the materials and tool lists were especially good. I learned about some materials I could use in my classroom that I didn't even know existed.
--good resource.
--good to have.
--the handouts will be a good start for a career development notebook for the classroom.
--important for our future in the classroom.
--helpful. Good to keep for future reference.
--will be useful in classroom. Thank you.
--will be helpful when ordering materials.
--will be helpful and useful.
--excellent.
--all o.k.
--a must.
--these will be extremely helpful in the future and provide a stepping stone for me.
--needed.
--good materials.

Buddy System — Each teacher had "buddy" to work with.

--great socialization experience. Got to know my partner quite well.
--it is good for working together and sharing ideas.
--gave a feeling of security.
--a chance to meet new people.
--good.
--great. Gave me more self confidence. Good to use with children.
--gave me more self assurance.
--a good type of team teaching.
--the idea was good. It made me feel more at ease.
--good for rapport and is effective in time element and performance.
--helpful. Good for students.
--good. One helps the other share ideas.
--I don't feel we really used it that much.
--wasn't used much.
--this is excellent. Two heads are better than one.
--good. Builds confidence.
--good. It gives confidence.
--becoming involved in a common interest creates a sensitivity group with much greater effectiveness.
--this was helpful.
--good teamwork.
--no better way to teach cooperation.
--learn sharing and how to work with others.

Assistant Instructor

Miss Hunt was assisted throughout the workshop by Mr. Thomas the building maintenance instructor at the Vocational Technical Center.

--helpful and very encouraging.
--very helpful and patient.
--gracious and helpful.
--very helpful and cooperative.
--very capable and willing to be of help.
--very helpful.
--couldn't have managed without him. Helped me a great deal.
--excellent.
--Mr. Thomas was very helpful and also nice to work with.
--Mr. Thomas was very helpful and great to work with.
--He was a great help and aid to our success.
--interested, helpful and pleasant to work with.
--pleasant and helpful.
--Mr. Thomas was a great aid to all of us and had a great deal of patience.
--was very helpful and furnished everything needed.
--he is a must! Most helpful!
--good.
--excellent.
--tremendous.
--he was excellent and extremely patient.
--an excellent instructor, complimentary, builds needed confidence.
--patient, works well with students, gives them the encouragement they need.

Procurement of Materials

--if only I can do half as well for my class.
--wonderful. Supplies were adequate and there when we needed them.
--materials were always on hand.
--excellent.
--materials were always ready and available.
--the staff has done a great job in putting together the materials and the tool boxes.
--always enough.
--they were always there.
--adequate.
--very good.
--could have been more organized.
--excellent.
--we had everything we needed when we needed it.
--great.
--couldn't have been better organized.
--excellent job. Made everything run smoothly.
--very well done.
--arrangement was good.
--handled well.
--very important and well done.
--good organization.
--well planned.

General Comments and Recommendations

--Fantastic! I had a great time! Very well organized! Longer, would like to try more advanced activities.
--This has been the only really beneficial in-service workshop I have ever attended. Excellent is my only comment! This workshop was excellent but we should branch out to other schools. Also, a follow-up to this workshop would reinforce what we have done.
--excellent workshop. I recommend future workshops.
--I think this was one of the most exciting things I have ever encountered. If I had any idea we would have this opportunity I would not have dreaded in-service again for one second. Miss Hunt, you are ADMIRABLE!
--I would highly recommend this workshop to anyone. It was interesting and fun! I really thought the instructor and assistant were great!
--I highly recommend this to every classroom teacher. The instructor was excellent and I think this is what made our in-service week a complete success.
--a very worthwhile and enthusiastic workshop. I think another one next year would be great.
--I enjoyed the workshop tremendously. I would whole heartedly recommend it to any teacher. In this particular workshop I think the teachers should have represented 20 different schools - not the few they did. That way more children could have benefitted.
--I was so very pleased with this workshop and I hope many others in the county will be afforded this experience in the future. Also I would be absolutely delighted at the privilege to attend an advanced workshop in this area. Libby Hunt is tops!
--I would certainly recommend this workshop. It was really great to get to use the tools and it is definitely a part of education which should be made available to all children.
--I believe the rest of the teachers in the county would benefit from this workshop. If we don't convert them at least they would see the benefits of the activities.
--Hopefully we will have other workshops with more time to work. I think it would be adviseable to have the workshop for other teachers.
--enjoyable 3 1/2 days. Chance to explore new area and to teach this type of thing to children. This was an extremely beneficial workshop because everyone came away with a feeling of success! People actually got a chance to participate instead of merely sitting around and observing. Well done. Definitely repeat!
--As a new teacher I felt that this workshop was interesting and an enjoyable way to really meet and get to know other teachers. First I recommend that we do this again! Maybe even on a higher level next year if we improve on our new skills.
--I truly enjoyed the workshop and would definitely recommend it. I received many ideas and am anxious to try them.
--excellent workshop.

General Comments and Recommendations (continued)

--best workshop I have ever attended. Very informative. Relaxed atmosphere and presentations were well prepared and well executed. Thanks. I recommend at least a five day workshop. Second exposure would be most beneficial to this group.
--learned many new things. Would enjoy a follow-up on this.
--an excellent in-service. One I not only can benefit from in school but at home and for a lifetime.
--I found this tremendously helpful. This was an excellent experience and should make school life more enjoyable and more beneficial to many children. I feel more schools should have had the opportunity instead of so many from one school. If this experience is ever offered again I hope I can take part. I would recommend this to anyone.
--why should we have to sit in boring in-service meetings which are not useful when we can have something like this.
--this was excellent. Is there any way this type of in-service could be continued.?

APPENDIX C

BROWN VOCATIONAL DEVELOPMENT INVENTORY

INVENTORY OF VOCATIONAL DEVELOPMENT
IN ELEMENTARY SCHOOL CHILDREN

DUANE BROWN AND SANDRA BROWN

DIRECTIONS: Circle the letter that is the answer which you think fits you. There are no right or wrong answers. This is not a test. Just give the answer that shows your feelings.

1. I want to work when I grow up.
   A. Yes. I want to work when I grow up.
   B. No. I do not want to work.

2. I want to be on time when I go somewhere.
   A. Yes. I want to get places on time (school, church).
   B. No. It doesn't bother me if things have started when I get some place (school, church).

3. Do you like to do a good job?
   A. Yes. I like for the things that I do to be done well.
   B. No. It is not important to me when things are done badly.

4. Do you like to finish your work?
   A. Yes. I like to complete the things that I do.
   B. No. It doesn't matter if things I start are not finished.

5. I would like to get money for not working.
   A. Yes. I think that it is a good idea to get a check through the mail.
   B. No. I would not like to get a check for not working.

6. I would like to know more about jobs that I can do when I grow up.
   A. Yes. This would be interesting.
   B. No. This would bore me.

7. I would like to find out about places to work.
   A. Yes. I would like to know more about them.
   B. No. This would not interest me.

8. I have thought about what I am going to be when I grow up.
   A. Yes. I have.
   B. No. I have not.

9. My mother and father have talked to me about jobs when I grow up.
   A. Yes. They have talked to me.
   B. No. They have not talked to me.

10. I think that school will help me to get a job.
    A. Yes. I think that school will be helpful.
    B. No. I do not see how school will be helpful to me in getting a job.

11. There is a job that I know a lot about.
    A. Yes. I know a lot about _____.
    B. No. There is not job that I know very much about.

12. Where I live doctors are thought to be more important than storekeepers.
    A. Yes. Doctors are thought to be more important than storekeepers.
    B. No. Doctors are not thought to be more important than storekeepers.

13. Where I live bankers are thought to be more important than car salesman.
    A. Yes. Bankers are thought to be more important than car salesmen.
    B. No. Bankers are not thought to be more important than car salesmen.

14. I like to finish the jobs that I start on time.
    A. Yes. It is important to me to finish jobs when I say I will or when I am supposed to.
    B. No. It doesn't bother me when I do not finish jobs on time.

15. The people that I would like to be like most are people who work.
    A. Yes. I would like most to be like some people I know who work.
    B. No. I would like most to be like the people I know who do not work.

16. I think that all jobs are important.
    A. Yes. All jobs are important.
    B. No. Some jobs are not needed.

17. I think that following doing what I'm told is important.
    A. Yes. I think that I should follow directions.
    B. No. I often do not think that directions should be followed.

18. I believe that I should get along with the boys and girls in my classroom.
    A. Yes. I believe that I should try to get along with boys and girls in my classroom.
    B. No. I often do not see why I should get along with boys and girls in my class.

19. I believe that working with other boys and girls in class is important.
    A. Yes. I believe that I should work with other boys and girls in class.
    B. No. I do not believe that I need to work with other boys and girls in class.

20. I like to work.
    A. Yes. There is at least one thing that I like to work at.
    B. No. I do not like to work at anything.

21. I think that I can do a good job by myself.
    A. Yes. I can do a good job myself.
    B. No. I need help and cannot do a job myself.

22. Other people think that I can do a good job by myself.
    A. Yes. Other people think that I can do a job by myself.
    B. No. Other people think that I am not able to do a job by myself.

23. I think that other people want to help me.
    A. Yes. People do want to help me.
    B. No. People do not want to help me.

24. I am able to make my own decisions.
    A. Yes. I can make my own decisions.
    B. No. I need help in making my decisions.

25. I like to find things to do.
    A. Yes. I look for things to do.
    B. No. I do not look for things to do.

26. I sometimes do more than is asked of me.
    A. Yes. I do more than people ask.
    B. No. I do only what is asked of me.

27. I like to be given special jobs to do.
    A. Yes. I like special jobs.
    B. No. I do not like special jobs.

28. I like it when my parents or teachers say that it is up to me to get something done.
    A. Yes. I like it when things are left up to me.
    B. No. I do not like it when things are left up to me.

29. I feel like other children should be able to do the same things than I can.
    A. Yes. Other children have the same rights.
    B. No. Other children have less rights than I do because I am special.

30. When I get angry (mad) I feel like doing things to others to get even.
    A. Yes. When I am mad I want to get even.
    B. No. I do not usually want to get even with others.

31. I follow school rules and regulations.
    A. Yes. I almost always follow rules.
    B. No. I do not follow the rules.

32. I do what my mother and father tell me.
    A. Yes. I almost always mind my parents.
    B. No. I often do not mind my parents.

33. There are many times when I do things well.
    A. Yes. I do well as often as others.
    B. No. Others do well more often than I do.

34. I am sometimes late to school.
    A. No. I am on time in getting to school.
    B. Yes. I am sometimes late to school.

35. I sometimes get mad (angry) at others because they do not work fast enough.
    A. Yes. I sometimes think that others do not work fast enough.
    B. No. It doesn't bother me when others are slow.

36. I have talked to people about what they do when they work.
    A. Yes. I have talked to people about their job.
    B. No. I have not talked to people about their job.

37. I like to do new things.
    A. Yes. I like to do new things.
    B. No. I am happy to do the things that I have always done.

38. I sometimes like to work alone.
    A. Yes. I like to work alone at times.
    B. No. I always want to work with others.

39. I pick my own clothes.
    A. Yes. I choose my own clothing.
    B. No. Others choose my clothing.

40. When I have needed help, people have helped me.
    A. Yes. People have helped me when I needed it.
    B. No. People have not been helpful when I have needed help.

41. I think that I can do many things well.
    A. Yes. I am able to do many things well.
    B. No. I cannot do many things well.

42. Where I live will not be the same when I grow up.
    A. Yes. Things are going to change.
    B. No. Things will be the same when I grow up.

43. I have thought about what I will be doing three years from now.
    A. Yes. I have thought about three years from now.
    B. No. I have not thought about three years from now.

44. People have sometimes told me that I am curious (like new things).
    A. Yes. People have told me that I am curious.
    B. No. No one has told me that I am curious.

45. I can already see how school will help me when I grow up.
    A. Yes. I can see how school will help when I grow up.
    B. No. I cannot see how school will help me when I grow up.

46. My parents or my teachers have often been mad at me for not finishing a job on time.
    A. Yes. They have often been mad at me for not doing things on time.
    B. No. They have not been mad at me about getting things done on time.

47. I like to visit new places where I have not been before.
    A. Yes. I like to explore.
    B. No. I do not like to explore.

48. I like to see other children get things done on time.
    A. Yes. I like to see other children get things done on time.
    B. No. It makes no difference if other children do not get things done on time.

49. The people I know like me.
    A. Yes. The people I know like me.
    B. No. The people I know do not like me.

50. I like to take new jobs.
    A. Yes. I accept jobs willingly.
    B. No. I do not accept jobs willingly.

APPENDIX D

INSTRUCTIONAL PROCEDURE OUTLINE

PLAN FOR PROVISION OF INFORMATION

The program might be broken down or divided throughout the elementary grades in the following manner:

Kindergarten - The child learns about the work activities of his mother, his father, and other members of his household.

Grade 1 - The child learns about work in his immediate environment, his home, school, and neighborhood.

Grade 2 - The child learns about community helpers who serve him as well as about familiar stores and businesses in the neighborhood.

Grade 3 - The child studies the expanding community. Emphasis is placed upon transportation, communications, and other major industries.

Grade 4 - The child learns about the world of work at the state level, including main industries of the state.

Grade 5 - The child's studies broaden to cover the industrial life of the nation. Major industries of the various sections of the United States are selected for study.

Grade 6 - The child's program is expanded to include the western hemisphere. Life in Canada and in South and Central America is contrasted with life in the United States.

SPECIFIC GRADE LEVEL PLANS FOR THE PROVISION OF INFORMATION

Kindergarten

The Immediate Environment - (Mother, Father, Household Members)

(Norris, p. 60) "The purpose of kindergarten is to help the

young child relate to the group. A great deal of time is spent in helping children of this age learn to make friends and work and plan cooperatively with peers and adults."

Goals - Appreciation for each member of the family and the work each one does. Acceptance of self and others.

Units to be presented can be centered around: Family, Home, Siblings, Friends, Pets; feelings toward aforementioned topics, close relatives and expecially the child himself.

A good place to begin career study is with the jobs in the family. Each job or task could certainly be explored. One of our objectives would be to work closely with the child and his family unit throughout the career development process. A good way to begin would be to bring the parents in at the very start. Parents could be asked at various times to come to school in their work clothing and speak briefly with the children about the work they do.

(Norris p. 60) "Children should be encouraged to become acquainted with the workers they come in contact daily. Children of this age can be led to see that their own family and the families of their playmates are active and cooperative workers in the community."

Role playing the family situations and members is an excellent technique to use at this level. It is not only fun physically but it brings out feelings and attitudes and helps them to understand themselves and their family better.

The first year in the classroom should be an exploratory period. In the process of better acquainting the child with the way to school,

the modes of transportation, the home and neighborhood, the importance and the interdependence of each worker can be emphasized.

Attitude development must begin at this level and continue throughout the program. Developing wholesome attitudes toward self and others should be stressed. Throughout each subject area and in every part of the school day such things as dependability, responsibility, cooperativeness, punctuality, and the like can be incorporated.

Examples - Guidance Kit

Random House

Teachers own attitudes should reveal respect for each worker, his job and recognize its worth.

GRADE 1

Workers in the home, school, and church. (Enviroments that are real and meaningful to first graders. Family - life center.)

I. Selection of occupations or jobs to be covered in first grade classes.

A. Meeting with the first grade teachers during orientation week before school begins.

Objectives:

1. Discussion of jobs that have meaning to first grade students at home. Role family should play in home, and school setting, objectives.

a. List of the jobs parents have outside the home.

b. List of jobs parents have within the home.

c. Jobs child does or can do at home and how these jobs

relate to adult world.

d. Jobs of brothers, sisters, or other family members.

2. Discussion of roles entire staff should convey to the first grade child (role may differ slightly providing children have had nursery school and/or Kindergarten experience). Entire staff should be incorporated into program. (Teachers, principals, secretaries, counselors, maintenance workers, cooks, teacher-aids, bus drivers, deliveryman, etc.).

a. Helpers, friends, instructors.

b. Equality of all students and all jobs. Understanding individual differences.

3. Discussion of the role of the church (workers, members, interaction, responsibilities, attitudes).

a. Freedom of choice.

b. Purposes.

4. Set up a tentative, flexible time table for coordinating and carrying out objectives of program, developing attitudes and carrying out activities of the program.

B. Meeting with students. First week of school.

1. Determining where the students are (at this level, oral questioning would be appropriate).

2. Introduction.

a. Purposes: learn of self and others, learning about jobs and career development at this level, attitude

development.

b. General outline of program and level objectives.

3. Students Participation.

a. Total group activities.

b. Small groups or committees.

c. Individual or paired.

d. Combination with home, school and church workers.

e. Comments, suggestions, questions.

II. Plan for carrying out first grade program.

A. Purpose of program (outlined objectives).

1. To begin a broad, informative career information service for the student.

2. To give the first grade child a feeling of acceptance through responsibility. Job acceptance at home and school. (Involving completing tasks, punctuality, co-operation, etc.).

3. To begin in each child a critical evaluation of his immediate environment.

4. Additional teachers, staff, and students.

B. Resources needed:

1. Compile list of books available in school, I.M.C., homes, libraries, and available for ordering about home, family life, school, and church workers.

a. List suitable to meet individual needs of all students.

b. List for gathering information by teachers and other

staff members. (file).

2. Compile comprehensive list of reference sources, and resource personnel. Note: Resource people whether it be parents or others in community should be consulted previously before offering their services. At their convenience, a contact schedule of times and places that will be available should be made.
   a. Student list.
   b. Staff list.
3. Evaluate film library materials available.
   a. Catalog listing (IMC).
   b. Individual schools and classrooms.
   c. Film company catalogs - films and filmstrips available for purchase.
   d. Industry and service organizations.

C. Materials needed:

1. Opaque or overhead projector.
2. Film projector.
3. Filmstrip projector.
4. Films, filmstrips, and slides.
5. Art supplies: Mural paper, crayons, paints, pencils, sticks, cloth, scraps, glue, construction paper, etc.
6. Magazines, posters, and pictures.
7. Tape recorder.
8. Record player.

9. Materials should be gathered which are conducive for imaginative play. Some examples of this would be: Hats (miner, construction worker, welder, glassworker, mailman, nurse, doctor, fireman, chef, policeman, painter, pilot, bus driver, stewardess, space helmet, etc.). Representative materials: (mining equipment, construction tools, painting equipment, beauty operator's equipment, maintenance workers' keys, waitress tray and apron, musical instruments and countless others).

D. Presentation and content.

Note: Progress according to tentative time table set up with staff.

1. Role playing by staff members/parents.
   a. Appropriate simple props or puppets.
   b. Interview technique: What are you?
   c. Each role play followed by group discussion.
2. Student role playing (as a guide to what their concept of the world of work is).
   a. Use puppets or simple costumes.
   b. Discussion.

   Note: Through role playing and imaginative play a child can explore the world of work and the contributions each person makes. He also begins to see himself in a variety of roles and will hopefully see himself as having personal worth and as someone with

worthwhile contributions to make.

3. Read stories to students, and as their reading skills improve let them read for themselves.
4. Listen to prepared tapes or records.
5. Show appropriate films or filmstrips.
6. Prepare experience charts.

Note: With beginning readers experience charts are a very effective technique to help in encouraging children to read and present career information. One child may be chosen and a complete, readable chart developed on his father's occupation.

7. Service Organization Presentations.
   a. School Nurse
   b. Volunteer Groups.
8. Murals - As a free exercise students could be encouraged to begin a mural to which they can freely add their concepts of what they are learning about jobs (list jobs discussed for reference by students).
9. Show and discuss prepared transparencies.
10. Encourage students to collect pictures of several different kinds of jobs (use for bulletin boards, displays, and free discussion).
11. Assignment of tasks and volunteer jobs in the classroom or school.
12. Involvement in work songs and games.

13. Field trips.

Allows children to react to actual situations. Workers in all walks of life should be pointed out and the jobs they perform. Pupils need to see, hear, touch, smell, taste, and be aware of emotions and attitudes involved in a variety of occupations.

14. Include in each subject taught.

Reading and social studies textbooks have stories and units which adapt readily to study of jobs. Other subject areas can also be employed and used very effectively. As much as is possible, occupations should be shown that are related to each subject. The language arts program would include oral and written reports, role playing, letter writing, interviews, debates, riddles, poems, and stories. Math can be related to studying workers and the skills they must have. Art can relate to workers and the activities they are involved in. Music books, records, and tapes are available which include a wide variety of career-related songs, rhythms, and activities.

Note: The more we do the more ideas we will have in presenting skills, attitudes, and vocational information.

III. Evaluation:

A. Observation of active pupil participation in group discussions and questions asked.

B. Observation of pupil involvement in activities.

1. Material brought in.

2. Role play, mural.

C. Questioning of students.

1. Responsibilities they now accept.

2. Jobs they see people around them performing.

3. Attitudes.

D. Repeat questionnaires used at beginning of year.

Aside from this general outline there are separate guides available for the first grade level.

1. Field trip guide.

2. Unit samples and guides for developing units at this level.

3. Sample questions for experience charts.

4. Guidance units - attitude development.

5. General textbook list.

6. Career book and series list.

7. Suggested letter guides - parents, employers, thank you.

8. Film list.

9. Filmstrip listing.

10. Pamphlets

11. Poems.

12. Records.

13. Stories.

14. Songs.

15. Recordings.

16. Games.

17. Tapes.

18. File - sample programs, publishers, catalogs, and occupational information.

GRADE 2

Topic: Community Helpers

I. Selection of occupations to be discussed.

A. Meeting with second grade teachers during orientation. Week before school begins.

Objectives:

1. Discussion of the occupations and services provided for in the community.

2. Discussion of the possible candidates to be used for resource personnel.

3. Discussion of various backgrounds and interests of the students that will be involved in the program.

4. Discussion of roles entire staff should convey to the second grade child. Involvement of entire staff is extremely important for this program (teachers, principals, secretaries, counselors, and maintenance workers).

a. Helpers, friends, instructors.

b. Equality of all students (understanding and carrying out activities of the program.

B. Meeting with all second grade students. First week of school.

1. Determine where the students are: Non-standardized assessment.

   a. Essays

   b. Open-ended questionnaires.

   Standardized Assessment.

   a. Vocational development inventory.

2. Introduction: learn of self and others. Attitude development. Know world around you. General outline of program and level objectives.

3. Student participation.

   a. Total group activities.

   b. Small groups or committees.

   c. Individuals or paired.

   d. Combinations of school and community workers.

4. Student comments, suggestions and questions.

II. Plan for carrying out the program.

A. Purpose of the program (objectives).

1. To add to the student's knowledge of occupational information.

2. To begin an active involvement of students in consulting resource personnel.

3. To help students become aware of the roles different community helpers perform.

4. To add to or enrich each child's vocational information

vocabulary.

5. To help students become aware of the purpose and need for different community helpers.
6. To increase a child's feeling of acceptance and personal worth through responsibility (at home and in the classroom).
7. To continue to display and develop appropriate attitudes (completing tasks, punctuality, cooperation, initiative, etc.) in career development.
8. To continue in each child a critical evaluation of self and his immediate environment.

B. Resources needed.

1. Compile list of books available in school, I.M.C., homes, libraries, and available for purchase on community helpers and community life.
   a. List suitable to meet needs of all students.
   b. List for staff reference (file).
2. Compile comprehensive list of reference sources and resource personnel. (Resource people, whether it be parents, or others in community should be consulted previous to offering their services. At their convenience, a contact schedule can be made of times and places that they will be available).
   a. Student list.
   b. Staff list.

3. Evaluate film library materials available.

a. Catalog listings (IMC).

b. Individual school and classrooms.

c. Librarians.

1. School

2. Public

d. Industry and service organizations.

e. Film company catalogs - films and filmstrips available for purchase.

C. Materials needed.

1. Opaque or overhead projector.

2. Film projector.

3. Filmstrip projector.

4. Films, filmstrips, slides.

5. Art supplies: paper, crayons, pencils, paints, construction paper, scraps, glue, etc.

6. Tape recorder.

7. Record player

8. Magazines, pictures.

D. Presentation and Content.

Note: Program progresses according to the tentative time table set up with staff.

1. Involve as many "community helpers" as possible in planning program. Parent involvement should come first - i.e., leaders of "career identification" clubs.

a. Introduction as to what people are.

b. Talks by guests.

c. Question - answer periods.

2. Make a display chart of resource personnel in the community.

a. Use symbols for their occupations (uniform or articles they use in their work).

b. Discuss the chart.

c. Let students add to chart as occupational knowledge increases - voluntary basis.

3. Divide students into small groups - Game: "Guess Who I Am".

a. Staff or students demonstrations.

b. List any new occupations which students use.

4. Use riddles to stimulate involvement.

a. Divide class into small groups.

b. Originally begin with supervisors.

c. Encourage students to make up own.

5. Make as many field trips as possible and as are relevant to community study.

a. Consult with staff to avoid repetition and to provide continuity in overall program development.

1. Cost

2. Local and state regulations.

b. Consult with employers and have the approval of each

place to be visited (see field trip guide for notes on calling employers).

c. Likely places for visitation - People who serve as protectors, those who help feed the community, and those who help to provide shelter:

1. Grocery store
2. Post office
3. Police Headquarters
4. Library
5. Construction site - carpenters, plumbers, electricians, bulldozer operators.
6. Bakery
7. Fire station
8. Train station
9. City park or zoo
10. Dairy farm
11. Industry
12. Filling Station
13. Garage
14. Airport
15. Doctor's or Dentist's office
16. Drug store
17. Newspaper offices
18. Laundry
19. Dry cleanrers

20. Telephone company
21. Cafeteria
22. TV & Radio Repair Shop
23. Beauty Shop
24. Salvation Army
25. Red Cross
26. Y.M.C.A.
27. Farm
28. Dairy
29. Hardware Stores
30. Shoe stores
31. Furniture stores
32. Lumberyards
33. Department stores
34. Variety stores
35. Bank

d. Secure parental consent (see field trip guide for sample letter form).

e. See field trip guide for suggestions:

1. Pre-field trip.
2. Actual field trip.
3. Follow-up.
4. Questions and activities.

f. Following field trip, make personal evaluation, and write up for file and future reference.

6. Listen to prepared tapes or records and follow the directions given "Do What It Says".
7. Show appropriate films, filmstrips, or slides.
8. Involvement in work songs and games.
9. Include career development activities and information in each subject taught.
    a. Reading and social studies textbooks have stories and units, which adapt readily to study of jobs. Other subject areas can also be employed and used very effectively. Career information should be incorporated into every subject and it should be clearly shown the relationship between each subject and choice of an occupation.

II. Evaluation

A. Observation of active pupil involvement in discussions and asking of questions.

B. Consideration of amount and quality of materials brought in by students.

C. Oral questioning of students.

1. Their concept of various community helpers.
2. How does or how could community helpers help them - inter-relationships.

D. Statements made by staff.

E. Involvement of parents and other community volunteers in the program.

F. Fulfillment of objectives.

G. Readminister standardized and non-standardized measures given at beginning of year.

H. Attitude development and change.

In addition to this general outline, there are separate guides available for the second grade level:

1. Field trip guide.
2. Unit samples and guides for developing units at this level.
3. Sample questions for experience charts.
4. Guidance units - attitude development.
5. General textbook list.
6. Career book and series list.
7. Suggested letter guides - parents, employers, thank you.
8. Film list.
9. Filmstrip listing.
10. Pamphlets.
11. Poems.
12. Records.
13. Stories
14. Songs.
15. Recordings.
16. Games.
17. Tapes.
18. File - sample programs, publishers, catalogs, and

occupational information.

GRADE 3

Topic: Study of one's local environment as related to service needs in society, transportation, communication, local government, and manufacturing.

I. Selection of occupations or jobs to be covered in third grade classes.

A. Meeting with third grade teachers during orientation week, before school begins. Objectives:

1. Discussion of services provided for on the local level.
2. Discussion of the particular interests of the third grade students.
3. Stress importance of all jobs. Realistic picture - not from a middle class point of view, but include all aspects of the world of work.
4. Discussion of roles entire staff should convey to the third grade child. Involvement of entire staff is essential for this program, (teachers, principals, secretaries, counselors, maintenance workers, cooks, etc.)
   a. Helpers, friends, instructors.
   b. Equality of all students and all jobs (understanding and adjusting to individual differences).
5. Set up a tentative time table for co-ordinating and carrying out the activities of the program, fulfilling the

objectives and developing appropriate attitudes.

B. Meeting with all third grade students. First week of school.

1. Determine where the students are: Non-standardized assessment.

a. Essays

b. Open-ended questionnaires

Standardized Assessment

a. Vocational development inventory.

2. Introduction.

a. Purpose: Services needed in our society.

b. General outline of program at this level. Objectives.

3. Student participation.

a. Total group activities.

b. Small groups or committees.

c. Individual or paired.

d. Combinations of school and service workers.

4. Student comments, suggestions and questions.

II. Plan for carrying out the program.

A. Purpose of the program: (Objectives)

1. To organize a method for evaluating local services (appreciation factor).

2. To increase awareness of and necessity for the various services in our society.

3. To stimulate conscious awareness and evaluation of the job services provided.

4. To continue to display and develop appropriate attitudes for career and personal development.

5. To continue to develop in each child the ability to critically evaluate self and those involved in service occupations - see interrelationships.

6. To continue to increase feeling of acceptance and personal worth through responsibility.

B. Resources needed:

1. Compile a list of books available in school, IMC., homes, libraries, and those available for purchase on service occupations.

   a. List appropriate for students.

   b. List appropriate for staff.

2. Compile comprehensive list of reference sources and resource personnel (consult their services). If any student's parents are involved in service occupations, this would be a good way to involve them in the program. Draw up contact schedule of times and places they will be available.

   a. Student list.

   b. Staff list.

3. Evaluate film library material appropriate for the third grade level.

   a. Catalog listings (IMC).

   b. Individual school and classrooms.

c. Librarians.

1. School

2. Public

d. Industry and service organizations.

e. Film company catalogs - films and filmstrips available for purchase (file).

4. Free and inexpensive materials.

5. Trips.

6. Magazines, pictures.

C. Materials needed:

1. Opaque or overhead projector.

2. Film projector

3. Filmstrip projector.

4. Films, filmstrips, slides.

5. Art supplies.

6. Tape recorder, tapes.

7. Record player.

8. Magazines, pictures.

9. Crossword puzzles, matching sheets.

D. Presentation and content (Time table as set up by staff).

1. Have a prepared tape of different sounds.

a. Communication: telephone, radio, television, telegraph, letters read, newspapers read.

b. Transportation: bus, airplane, car, train, walking.

c. Government: police whistle, judge's hammer.

d. Manufacturing:(local industries).

e. Have students write down what they hear.

f. Play tape slowly and evaluate each sound.

g. Write them down for students.

2. Discuss possibility of making a scrap book.

3. Discuss possibility of making a prepared pamphlet or book depicting occupational life in Monongalia County.

4. Show any appropriate films, filmstrips, or slides available.

5. Engage students in crossword puzzle and matching exercises.

a. Prepared

b. Student made

c. Work in pairs - help and encourage one another. Cooperation.

6. Make as many field trips as are relevant to areas of study in the third grade.

a. Consult with staff to avoid repetition and provide continuity in overall program development.

1. Cost

2. Local and state regulations.

b. Consult and have the approval of each place to be visited (see field trip guide for notes on calling employers).

c. See field trip guide for suggestions.

1. Pre-field trip

2. Field trip

3. Follow-up

4. Questions and activites

5. Letters to parents

d. Likely places for visitation:

1. Transportation terminals

2. Telephone company

3. Radio or television studios

4. Newspaper or printing office

5. Court room

6. Police station

7. Manufacturing plants (local)

8. Recreation areas

7. Involvement in work, songs, and games.

III. Evaluation.

A. Observation of active pupil involvement in discussions and asking questions.

B. Oral questioning of students.

1. Student evaluation of different community services.

2. Student concept of the necessity and purpose of various local services.

3. Student evaluation of jobs and services required.

C. Evaluation of material brought in by students.

D. Evaluation of projects completed.

E. Statements made by staff.

F. Amount and quality of parent and other community workers involvement in the third grade program.

G. Fulfillment of objectives.

H. Readminister standardized and non-standardized measures given at beginning of year.

I. Attitude development and change.

Aside from this general outline, there are separate guides available for the third grade level:

1. Field trip guide.
2. Unit samples and guides for developing.
3. Examples of sections from books, pamphlets on community service occupations.
4. Sample crossword puzzles.
5. Guidance units - attitude development.
6. General textbook list.
7. Career book and series list.
8. Letter guides - parents, employers, thank you.
9. Film list.
10. Filmstrip list.
11. Pamphlets.
12. Poems.
13. Records.
14. Stories.
15. Songs.

16. Recordings.

17. Games.

18. Tapes.

19. File

    a. Sample programs

    b. Publishers

    c. Catalogs

    d. Occupational information

GRADE 4

Career development in the primary grades has been concerned with getting to know self, development of attitudes appropriate to both personal growth and career choice, exploring the world of work (particularly in the immediate environment) and identification with workers and a variety of occupations. It is our aim now as middle and upper elementary teachers to continue this exploration and expand these areas to meet the needs of the older elementary school child. It is essential that we continue to encourage the children to get to know themselves and to explore work, interests, and skills.

It is also our responsibility to show our students our own attitudes and our feeling that there is value and dignity in all work. We now move from the family, the schook, and the community to our state, nation, and the world. Attitude development should continue developing those appropriate for all walks of life. Each child should feel a sense of personal worth and be preparing to be a contributing member in our world of challenges and change.

Topic: A look at our state ----- industry, government, and service jobs provided for on the state level.

I. Selection of main topics - occupations to be covered in fourth grade classes.

A. Meeting with the fourth grade teachers during orientation week.

1. Discuss general objectives and develop specific objectives for individual fourth grade class.

2. Discussion of what the state of West Virginia has to offer to program.

a. Jobs present

b. Resources

c. Structure of the government

d. Institutions of higher learning

e. Recreational areas

3. Discussion about the particular interests of the students that will be involved in the program and of their background in career development.

4. Discussion of the role the staff will play in the fourth grade program.

a. Helpers, friends, instructors.

b. Emphasize equality of all students, all jobs, and recognize individual differences.

5. Set up a tentative time table for carrying out objectives and activities of the program.

B. Meeting with all fourth grade students - first week of school.

1. Determine where students are:

a. Essays

b. Open-ended questionnaires

c. Vocational development inventory

d. School alienation scale

e. Proneness to delinquency scale

2. Introduction:

a. Purpose: continue growth in understanding self and others and developing appropriate attitudes.

b. Program: A look at West Virginia - General Outline

3. Student comments and questions.

a. Places they have been.

b. Where emphasis of program should be.

c. Places they would like to go.

II. Plan for carrying out the program.

A. Purpose of the program (objectives).

1. To organize a method for evaluating statewide jobs and services.

2. To stimulate student awareness of West Virginia's potential.

3. To be aware of the necessity of various state agencies or services in our society.

4. To introduce the students to techniques and methods involved in securing a job.

B. Resources needed:

1. Compile a list of books available in the school or libraries about the state of West Virginia.
   a. Student list.
   b. Staff list.
2. Compile a list of reference sources and resource personnel (consult these people prior to offering their services and draw up a contact schedule of time and places they will be available.
   a. Student list.
   b. Staff list.
3. Evaluate film library materials available.
   a. Catalog listing (IMC).
   b. Individual schools and classrooms.
   c. Film company catalogs - films and filmstrips available for purchase. (file).
   d. Industry and service organizations in the state of West Virginia.
4. Free and inexpensive materials.
5. Trips.
6. Magazines, pictures.

C. Materials needed:
1. Opaque or overhead projector.
2. Film projector.
3. Filmstrip projector.
4. Films, filmstrips, slides.

5. Art supplies.

6. Magazines, posters, pictures.

7. Tape recorder, tapes.

D. Presentation and content (according to time table set up with teachers).

1. Use opaque or overhead projector. Give a recognition test of vital or important places in the state of West Virginia.

a. Have students write down what they think each place represents.

b. Go over each place described and discuss.

1. A unit can easily be developed from this introduction to West Virginia (study important cities, industry, agriculture, mining, lumbering, education and recreation).

2. Plan some field trips to the places considered to be most relevant to unit study.

a. Consult with staff to avoid repetition and provide continuity in overall program development.

b. Consult with and have approval of the management of each place to be visited (see field trip guide for notes on calling employers).

c. Parent consent (sample letter in field trip guide).

3. Role playing - interviews (staff members).

a. Role play realistic situations:

1. Mow lawn, delvering papers, carrying out

groceries, babysitting.

b. Illustrate both acceptance and rejections.

1. Discuss why one got the job and other did not.

2. Information needed.

3. Questions.

4. Arrange for an interview between each student and a staff member.

a. Practice in filling out questionnaires.

b. Tape the sessions (if possible, video-tape).

c. Interpret results together and draw conclusions.

5. Have students work together in pairs interviewing one another.

a. Discuss with each other what the person said or did to make you accept or reject him for the job.

b. Discuss the activity as an entire group.

6. Prepare pamphlet on interviewing as result of unit.

7. Have resource people discuss individually or with the group their own objectives and requirements for working for them.

8. Letter writing for job inquiry or request for interviews.

9. Show appropriate films, filmstrips, or slides.

10. Involvement in songs, games, or records about work.

11. Include career development information and activities in each subject area. Stress relationship between subjects and career choice.

III. Evaluation.

A. Observation of active pupil involvement in discussions and asking of questions.

B. A summary by students on the opportunities offered to each of them in the state of West Virginia.

C. Capability of students in conducting an interview.

D. Statements by staff members.

E. Involvement of parents and state resource people in the program.

F. Amount and quality of materials used and brought in by students.

G. Fulfillment of objectives.

H. Readminister standardized and non-standardized measures given at beginning of year.

I. Attitude development and change.

Aside from this outline there are separate guides and information available for the fourth grade level:

1. Field trip guide
2. Sample fourth grade units and guides for developing West Virginia.
3. Chamber of Commerce (local and state) information on industrial and recreational sites in West Virginia.
4. Samples of interview questions and techniques.
5. Guidance units - attitude development.
6. General textbook list - catalogs.

7. Career book and series list.

8. Letter guides, parents, employers.

9. Film lists and catalogs.

10. Filmstrip list and catalogs.

11. Poems.

12. Records.

13. Stories.

14. Recordings.

15. Games.

16. Tapes.

17. File

    a. Sample programs

    b. Publishers

    c. Catalogs

GRADE 5

Topic: A nation - wide view of the world of work.

Note: (Emphasis on variety)

I. Selection of occupations or jobs to be covered in fifth grade classes.

A. Meeting with fifth grade teachers during orientation week.

Objectives:

1. Discussion of the particular background and interests of the fifth grade students that will be involved in the program.

2. Discussion about the most relevant industries and

geographic areas related to the community and student involved.

3. Stress the importance of all jobs. Realistic picture - not from middle-class viewpoint. Value in all jobs and all people who perform them.
4. Discussion of roles entire staff should play in the fifth grade program.
   a. Helpers, friends, instructors.
   b. Equality of all students and all jobs (understanding and adjusting to individual differences).
5. Set up a tentative time table for coordinating and carrying out activities of the program.

B. Meeting with all of the fifth grade students. First week of school.

1. Determine where students are: Non-standardized assessment.
   a. Essays
   b. Open-ended questionnaires
   c. Vocational development inventory
   d. School alienation scale
   e. Proneness to delinquency scale
2. Introduction:
   a. Purpose: Continued growth in understanding self and others. Developing appropriate attitudes.
   b. Study: A nation-wide view of the world of work.
   c. General outline of program.

d. Student comments and questions.

1. Places they have been.

2. Where emphasis of program should be.

3. Places they would like to go.

II. Plan for carrying out the program.

A. Purpose of the program (objectives).

1. To begin an evaluation of the great variety of jobs that are available in this county.

2. To help the students recognize why and where different jobs can be found in relation to certain geographic areas.

3. To broaden the scope of each student's knowledge and vocabulary of the job fields.

4. To begin an assessment by each student of his own particular interests and abilities.

B. Resources needed:

1. Compile a list of books available in the school or libraries about job opportunities and careers in the United States.

2. Compile a list of reference sources and resource personnel. (Consult the resource people prior to offering their services. Draw up a contact schedule of the times and places that they will be available).

a. Student list

b. Staff list

3. Evaluate film library materials available.

   a. Catalog listing (IMC).

   b. Individual schools and classrooms.

   c. Film company catalogs - films and filmstrips available for purchase (file).

   d. Industry, governmental agencies, service organizations.

4. Free and inexpensive materials.

5. Trips.

6. Magazines, pictures.

C. Materials needed:

1. Opaque or overhead projector.

2. Film projector.

3. Filmstrip projector.

4. Films, filmstrips, slides.

5. Art supplies.

6. Magazines, posters pictures.

7. Tape recorder, tapes.

8. Transparencies.

   a. Prepared

   b. Self-made

9. Maps.

10. Stamps, envelopes, paper, pens.

11. Addresses of state and national agencies.

D. Presentation and Content:

Program progresses according to time table set up by staff.

1. Use series of transparencies to point out major geographic locations.
   a. Begin with the student's immediate area.
   b. Add surrounding areas.
   c. United States
   d. Use symbols to represent major resources and primary type of climate.
2. Survey of regional industries and services in the United States.
   a. Southeast
   b. New England
   c. Middle Atlantic
   d. North Central
   e. South Central
   f. Rocky Mountain
   g. Pacific Coast States
3. Displays showing services and industries in various regions of the United States.
   a. Murals
   b. Charts
   c. Bulletins
   d. Posters
   e. Exhibits
4. Explore interdependence of the work in one region upon the work in other regions.

a. Transportation

b. Labor problems

c. Economic trends

5. Group Students (2-4 per group) and have them develop one or two areas they are interested in depth.

   a. Discuss possible agencies to contact.

   b. In cooperation with the staff introduce business letter writing.

   c. Send letters for obtaining information.

   d. Have group presentations of the material and information gathered.

      1. Role playing

      2. Panel discussions

      3. Drama

      4. Assemblies

      5. Written reports

      6. Produce articles by assembly line techniques

6. Plan field trips to areas with different geographic features.

   a. Consult with staff to avoid repetition and provide continuity in overall program development.

   b. Consult with and have approval of management of each place to be visited (see field trip guide for notes on calling employers).

   c. Parental consent (sample letter in field trip guide).

7. Presentations by guests.

   a. People who have traveled extensively.

   b. Personal collections of slides, pictures.

8. Construct information maps.

   a. Salt maps

   b. Cardboard, painted.

9. Individual student experiences in traveling in the United States.

   a. Pictures, slides.

   b. Student talks.

   c. Parent talks.

10. Begin a self-evaluation sheet by each student.

11. Assess a variety of occupations and where they could be most abundantly found.

12. Begin to compare and contrast personal skills with variety of occupations.

III. Evaluation:

A. Observation of active pupil involvement in discussion and asking of questions.

B. Analysis of student self-evaluations.

C. Assessment by students of where a given occupation would most likely be found or where one would have to go to secure a particular type of employment.

D. Statements by teachers.

E. Involvement of parents and other resource people in program.

F. Fulfillment of objectives.

G. Readminister standadized and non-standardized measures given at begirning of year.

H. Attitude development and change.

Aside from this outline there are separate guides and information available for fifth grade level:

1. Field trip guide.
2. Sample fifth grade units and guides for developing world of work.
3. Chamber of Commerce (national). Travel agencies.
4. Samples interests tests and inventories.
5. Guidance units - attitude development.
6. General textbook list - catalogs.
7. Career book and series list.
8. Letter guides, parents, employers.
9. Film lists and catalogs.
10. Filmstrip list and catalogs.
11. Poems.
12. Records.
13. Stories.
14. Recordings.
15. Games.
16. Tapes.
17. File
    a. Sample programs

b. Publishers

c. Catalogs.

GRADE 6

Topic: Occupations the world has to offer - emphasis, western hemisphere.

Note: Exclude emphasis upon the United States.

I. Selection of occupations and subjects to be covered in sixth grade program.

A. Meeting with sixth grade teachers during orientation week.

1. Discussion about the particular interests of the 6th. grade students who will be involved in the program.

2. Discussion about the prevalent nationality groups in the community as a motivating activity.

3. Stress importance of all jobs. Realistic picture - not from a middle class point of view, but include all aspects of the world of work.

4. Discussion of roles entire staff should convey to the sixth grade child. Involvement of entire staff is essential for this program (teachers, principals, secretaries, counselors, maintenance workers, cooks, etc).

a. Helpers, friends, instructors.

b. Stress equality of all students and all jobs (understanding and adjusting to individual differences).

5. Set up a tentative time table for coordinating and carrying the activities of the program.

B. Meeting will all sixth grade students.

1. Determine where the students are. Non-standardized assessment.

a. Essays

b. Open-ended questionnaires

Standardized assessment

a. Vocational development inventory

b. School alienation scale

c. Proneness to delinquency scale

2. Introduction:

a. Purpose: Continued growth in understanding self and others. Attitude development appropriate to personal growth and career choice.

b. Program: World occupations - excluding United States. Emphasis on western hemisphere.

c. General outline of program.

3. Student comments, questions, and suggestions.

II. Plan for carrying out the program.

A. Purpose of the program.

1. To state some of the vital resources other countries provide and the necessity of the jobs they provide.

2. To investigate the major resources and industrial areas of the world.

3. To distinguish certain characteristics and work habits in different parts of the world.

4. To relate oneself to the present and future in the world of work.

5. To investigate attitudes affecting present and future life.

6. To investigate abilities and how they can best be used.

B. Resources needed:

1. Compile list of books available in schools or libraries depicting industries, natural resources, and services in other countries - particularly the western hemisphere.

a. Student list.

b. Staff list.

2. Compile a list of reference sources and resource personnel (Consult resource personnel prior to offering their services and draw up a contact schedule of times and places they will be available.

a. Student list.

b. Staff list.

3. Evaluate film library materials available.

a. Catalog listing (IMC).

b. Individual schools and classrooms.

c. Film company catalogs - films and filmstrips available for purchase (file).

d. Industries, government agencies, and service organizations.

4. Trips.

5. Pictures, magazines.

6. Travel posters and brochures (travel agencies).

C. Materials needed:

1. Opaque or overhead projector.

2. Film projector.

3. Filmstrip projector.

4. Films, filmstrips, slides.

5. Magazines, pictures.

6. Travel posters and brochures.

7. Addresses in pen-pal exchange.

8. Maps, globes.

D. Presentation and Content:

(Program progression according to time table set up by the staff).

1. Organize series of songs or dances that are native to the countries that are going to be studied.

a. Costumes

b. Customs

c. Records

d. Entire group participation.

2. Show a series of transparencies.

a. Shape of and location of countries.

b. Symbols for major resources and jobs.

3. Show appropriate films, filmstrips, and slides.

4. Group students (2-4 per group) to investigate individual

countries.

a. Role playing

b. Panel discussions

c. Drama

d. Assemblies

e. Murals

f. Exhibits

5. Organize a pen-pal exchange.

6. Listen to stories, records, and tapes related to countries in western hemisphere.

7. Visit, for example, a Mexican restaurant to study life in Mexico through decor, food, and customs.

8. Make field trips to a town or city having certain areas of foreign people (Puerto Ricans, Mexicans).

9. (Ideal) - Make a trip to the United Nations in Washington, D.C.

   a. Consult with staff to avoid repetition and provide continuity in overall program development on any field trip planned.

   b. Parental consent.

10. Outside speakers.

    a. Experienced travelers.

    b. Exchange students.

    c. University of West Virginia or Fairmont State students.

    d. People who have worked or studied abroad (i.e. Peace

Corps workers).

11. Individual studies and reports.
12. Interviews.
13. Individual student experiences in traveling to other countries.
14. Assess the importance of jobs abroad.
15. Study interrelationships of jobs, workers, goods and services in United States and other countries.

III. Evaluation:

A. Observation of active pupil involvement in discussions and asking questions.

B. Statements made by students concerning necessity of foregin resources and jobs.

C. Description by students of the characteristic patterns of work habits followed in various foreign countries.

D. Statements made by staff members.

E. Involvement of outside resource personnel in the program.

G. Attitude development and change.

H. Readminister standardized and non-standardized measures given at beginning of year.

Aside from this outline there are separate guides and information available for the sixth grade level:

1. Field trip guide.
2. Sample sixth grade units and guides for developing - world of work.

3. Chamber of Commerce (national). Travel agencies.
4. Samples interest tests and inventories.
5. Guidance units - attitude development.
6. General textbook list - catalogs.
7. Career book and series list.
8. Letter guides, parents, employers.
9. Film lists and catalogs.
10. Filmstrip list and catalogs.
11. Poems.
12. Records.
13. Stories.
14. Recordings.
15. Games.
16. Tapes.
17. File
    a. Sample Programs.
    b. Publishers.
    c. Catalogs.

APPENDIX E

OPEN ENDED QUESTIONNAIRES

CASS DISTRICT ELEMENTARY SCHOOL FOURTH GRADE COMBINATION

1. What do you like about school this year?

   a. the projects we get to do (17)
   b. working on the newspaper (15)
   c. the teacher (5)
   d math (5)
   e. new science kit (15)
   f. workbench and tools (16)
   g. S.R.A. reading kit (9)
   h. taking field trips (17)
   i. doing different jobs (9)
   j. gym (5)

2. What do you dislike about school this year?

   a. music (5)
   b. gym (3)
   c. the lunch room (9)
   d. math (5)
   e. no carpet (7)
   f. old desks (8)
   g. staying inside (7)

3. What changes would you like to see that would make school better for you?

   a. more outdoor recesses (8)
   b. a new lunch room (9)
   c. a new girls bathroom (7)
   d. carpet and new desks (8)
   e. a new school (6)
   f. more field trips (11)

Check one:

Do you plan to:

a. quit school 1
b. finish high school 58
c. go to a vocational school 24
d. go to college 35

What do you plan to be when you finish school?

1. State Policeman (2)
2. singer and actor (1)
3. nurse (7)
4. housekeeper (2)
5. glass factory worker (4)
6. truck driver (2)
7. horse rider (1)
8. mechanic (8)
9. shirt factory (2)
10. horse trainer (2)
11. football player (2)
12. basketball player (2)
13. policeman (2)
14. salesman (1)
15. music teacher (1)
16. housewife (1)
17. secretary (4)
18. race car driver (2)
19. circus rider (1)
20. teacher (1)
21. storekeeper (1)
22. beautician (3)

WAITMAN BARBE ELEMENTARY SCHOOL FOURTH GRADE COMBINATION

1. What do you like about school this year?

   a. having friends (5)
   b. the teacher (7)
   c. gym (5)
   d. it is fun (4)
   e. math (3)
   f. art (4)
   g. recess (5)
   h. some activities (4)

2. What do you dislike about school this year?

   a. spelling (7)
   b. the rules (5)
   c. the desks (4)
   d. principal (5)
   e. not enough recess (8)
   f. music (6)
   g. fighting (4)
   h. English (4)
   i. too much work (9)
   j. staying in for recess (8)

3. What changes would you like to see to make school better for you?

   a. bigger room (11)
   b. if someone fights you can fight back (3)
   c. modern desks (9)
   d. make new friends (3)
   e. teachers (5)
   f. have a good football team (10)
   g. more recess (5)
   h. some fun (7)

Check one:

Do you plan to:

a. quit school 3
b. finish high school 30
c. go to vocational school 3
d. go to college 23

What do you want to be when you finish school?

a. policeman (5)
b. football player (5)
c. teacher (6)
d. dozer operator (1)
e. nurse (9)
f. secretary (1)
g. housewife (1)
h. stewardess (1)
i. mechanic (2)
j. fireman (2)
k. doctor (1)

WAITMAN BARBE ELEMENTARY SCHOOL FIFTH GRADE

1. What do you like about school this year?

   a. my teacher (11)
   b. art (4)
   c. nothing (4)
   d. new desks (6)
   e. box we made (9)
   f. everything (8)
   g. the principal (7)
   h. having friends (5)

2. What do you dislike about school this year?

   a. the food (10)
   b. math (4)
   c. homework (9)
   d. fighting (4)
   e. English (5)
   f. music (4)
   g. being made fun of (2)

3. What changes would you like to see to make school better for you?

   a. have a pool table (7)
   b. bowling alley (9)
   c. changes in subjects (6)
   d. carpeting (7)
   e. larger room (4)
   f. roller skating (9)
   g. get to go places (7)
   h. longer recess (6)
   i. less homework (11)
   j. new desk (2)
   k. the food (5)
   l. ping pong (4)
   m. to be treated like adults (3)

Check one:

Do you plan to:

   a. quit school 2
   b. finish school 18
   c. go to a vocational school 1
   d. go to college 19

What do you want to be when you finish school?

a. electrician (1)
b. racing driver (1)
c. mechanic (1)
d. policeman (2)
e. nurse (3)
f. teacher (5)
g. secretary (1)
h. football player (3)
i. basketball player (3)
j. model (1)
k. F.B.I. worker (1)
l. beautician (1)
m. doctor (1)

CASS DISTRICT ELEMENTARY SCHOOL FIFTH GRADE COMBINATION

1. What do you like about school this year?

   a. building the city (19)
   b. taking field trips (15)
   c. working in the store (21)
   d. the privileges we get (9)
   e. everything (7)
   f. library (3)
   g. gym (5)
   h. joining the two fifth grades together (8)
   i. tools and work benches (21)

2. What do you dislike about school this year?

   a. nothing (5)
   b. work (3)
   c. teachers (5)
   d. paddling (7)
   e. math (3)

3. What changes would you like to see that would make school better for you?

   a. not as much work (4)
   b. no more paddling (7)
   c. different teachers (5)
   d. to have sport teams (8)
   e. more field trips (7)
   f. trampoline (3)
   g. swimming pool (2)

Check one:

Do you plan to:

a. quit school 4
b. finish high school 30
c. go to a vocational school 12
d. go to college 17

What do you plan to be when you finish school?

a. mechanic (5)
b. baseball player (1)
c. interior decorator (2)
d. a singer (1)
e. a nurse (4)
f. teacher (2)
g. policeman (2)
h. waitress (2)
i. fireman (1)
j. a robber (1)
k. football player (6)
l. carpenter (2)
m. an army man (1)
n. a pilot (1)
o. basketball player (1)
p. architect (1)
q. truck driver (1)

WAITMAN BARBE ELEMENTARY SCHOOL SIXTH GRADE

1. What do you like about school this year?

   a. the principal (5)
   b. lockers (4)
   c. band (2)
   d. spelling (3)
   e. the candy store(4)
   f. math (5)
   g. friends (3)
   h. English (2)
   i. nothing (9)

2. What do you dislike about school this year?

   a. the teacher (7)
   b. better gym equipment (6)
   c. too much work (11)
   d. the food (9)
   e. standing in the hall (2)
   f. the dull subjects (12)
   g. when teachers talk all the time and we listen (4)
   h. everything (10)

3. What changes would you like to see that would make school better for you?

   a. some excitement (4)
   b. our teachers back from Cheat Lake (7)
   c. better food (9)
   d. longer breaks (7)
   e. understanding teachers (5)
   f. more work outside (6)
   g. not so much work (11)
   h. more activities (7)
   i. easier work for me (3)
   j. to be treated fairly (4)
   k. shorter school year (3)

Check one:

Do you plan to:

   a. quit school 0
   b. finish high school 19
   c. vocational technical school 3
   d. go to college 13

What do you want to be when you finish school?

a. nurse (3)
b. fireman (2)
c. drive a car (1)
d. teacher (2)
e. pro football player (5)
f. work on airplanes (1)
g. telephone operator (1)
h. drive a motorcycle (1)
i. a boxer (1)
j. secretary (1)
k. a person who helps others (1)

CASS DISTRICT ELEMENTARY SCHOOL SIXTH GRADE COMBINATION

1. What do you like about school this year?

   a. basketball games (8)
   b. changing classes and teachers (11)
   c. more choices and responsibility (9)
   d. candy and pop machines (10)
   e. free activity period (11)
   f. better lunches (9)
   g. a new fair principal (7)

2. What do you dislike about school this year?

   a. too much homework (11)
   b. don't have as much responsibility and privileges (5)
   c. change to new schoool is confusing and we weren't prepared (12)
   d. no field trips (13)
   e. dont' feel like part of the elementary or the junior high (9)

3. What changes would you like to see to make school better for you?

   a. cold water fountains needed (12)
   b. need a football team (7)
   c. need a baseball team (5)
   d. have schedule and classes explained (8)
   e. get to go on field trips (14)
   f. new desks (7)

4. Check one:
   Do you plan to:
   Check one:
   a. quit school 0
   b. finish high school 29
   c. go to vocational school 11
   d. go to college 25

What do you want to be when you finish school?

   a. basketball player (2)
   b. mechanic (3)
   c. football player (2)
   d. accountant (2)
   e. teacher (5)
   f. pilot (2)
   g. coal miner (1)
   h. chemist (1)
   i. nurse (4)
   j. veterinarian(1)
   k. singer (1)
   l. artist (2)
   m. housewife (2)
   n. physical education teacher (1)
   o. stewardess (2)
   p. secretary (3)
   q. work in a store (4)
   r. electrician (1)

CASS DISTRICT ELEMENTARY SCHOOL STUDENT EVALUATION

1. What changes, if any have you notice in the school program this year as compared to last year?

Student responses:

We learned how to bank and save money this year (20)

We got to have a school store (33)

We published our own newspaper (19)

We got to go on a lot of field trips (41)

We had more freedom this year (7)

We had more fun this year (10)

We felt like we were trusted this year (4)

We had to study more (1)

School is better this year (5)

We didn't have fun last year (5)

This year was a whole lot of good things (1)

We had better classes this year (3)

We learned about jobs to do when we get out of high school (11)

We were given more responsibilities (6)

Last year we did nothing but out of our books. This year we did other things (3)

This is the best year I've had so far. There are better teachers (1)

This year we got to use the video tape and the tape recorder (4)

We get plenty more fun things to do and it makes school more fun (1)

We learned more this year but we had more fun (3)

2. Did you like or dislike school this past year? Why?

Those responding that they liked school (44)

Those responding that they disliked school (9)

Positive comments:

We had more opportunities this year (6)

We went on field trips (39)

I like schools where there are nice teachers (2)

We had more freedom this year than last (4)

School was fun (7)

I liked my teacher (6)

It was much more fun than last year (3)

School was interesting and we learned about careers (9)

Our teacher took time to make things clear when we did not understand (2)

Teachers were nicer (9)

We learned about jobs and how to do most of them (2)

This is the best year I have ever had (1)

We learned new things about jobs people do (10)

I liked school this year. The teachers are willing to help you and we have a new program (1)

I had a better change in my life in 5th grade (1)

We had more experience to learn about our career (1)

I saw better things about my future (1)

We had a store and I get to work on Friday every week (1)

I like school because I was given a special job to do (1)

The store is making lots of money and we get to spend it (2)

I can get a good education in school (1)

I learned about attitudes and responsibilities (1)

Negative responses from those who stated that they disliked school.

I didn't like school because our teacher moved away in May and we got a new one (6)

I just hate school (2)

It is hot in school (1)

I had to change schools this year (1)

I don't talk much this year (1)

3. What changes would you like to see in our school program next year?

To have even more opportunities (1)

To have two days of music (1)

To have more equipment (7)

To keep the store and make it bigger and better (6)

To have more and longer field trips (21)

More freedom this year (4)

I would not like to see any changes, I liked this year (6)

More field trips, nice teachers again, banking, and a whole lot of the things we did this year (2)

Free lunch for everyone (1)

To have a better school (1)

No changes, this has been a good year (3)

I want a program on jobs like this year (8)

I want to go on to junior high and high school (1)

Nice teachers again (1)

No homework (1)

New desks (1)

Better lunches (2)

More stuff to sell and a cash register for the next people to work with (1)

More activities (1)

To keep working in the store (5)

4. Did this past year help you to look at yourself and future years?

Those responding yes (51)

Those responding no (2)

For the first time I like school (3)

I liked the new program (7)

I know why I need to do my work in school (2)

We got to see what jobs other people have (2)

By the jobs you can have and the freedom we get (1)

It learned me how you would handle some business (1)

The store helped me (3)

The store taught me good things (1)

I know I have to work hard (2)

It helped me see what I have to do (3)

It let us all know how it will be when we grow up (2)

I thought a lot about my future (2)

I learned how to bank and work in a store (1)

This year helped me to learn more (5)

We learned about jobs and other things (3)

School helps me to get a better job and helps me be a nurse or some other job (1)

I was helped a lot (1)

By talking about different jobs (6)

To find out about jobs (5)

It learned me responsibilities (2)

It gave us experience in some jobs (1)

It showed us how to get a job and taught us about jobs (5)

5. 5th grade. Please answer yes or no to the following questions:

	Yes	No
a. Do you plan to go on to high school?	52	1
b. Do you plan to take advanced training of some kind after you finish school?	46	6
c. Do you have a job in mind to enter when you finish school?	45	7
d. If so, do you know what steps you need to take to enter this career?	37	16